

CAMBRIDGE

**Young Learners
Movers Practice
Tests**

Introduction and Tips

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Introduction

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

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

An overview of Movers

Listening

25 minutes/25 items

There are five parts. Each part begins with a clear example. All the texts are heard twice.

	Main skill focus	Input	Expected response/item type	Number of items
1	Listening for lexical items and verb phrases	Picture and dialogue	Match names to figures in a picture by drawing a line	5
2	Listening for information	Gapped text and dialogue	Record words or numbers	5
3	Listening for lexical items and verb phrases (past tense)	Pictures and days of the week and dialogue	Match pictures to days of week by drawing lines	5
4	Listening for information	Picture sets and dialogues	Select one of three pictures by ticking box	5
5	Listening for lexis and position	Picture and dialogue	Colour and draw or write	5

Reading & Writing

30 minutes/40 items

There are six parts, each starting with a clear example.

	Main skill focus	Input	Expected response/item type	Number of items
1	Understanding definitions	Labelled pictures and definitions	Match definitions to picture by copying word	6
2	Understanding short texts	Picture and sentences	Write <i>yes</i> or <i>no</i> next to the sentences	6
3	Identifying appropriate utterances	Short dialogue with multiple responses	Select best response by circling a letter	6
4	Completing a gapped text with one word (noun, verb or adjective)	Gapped text with picture clues	Write words in gaps; choose the best title for the story from a choice of 3	7
5	Understanding short texts and completing gapped sentences	Text in three parts with pictures and sentences with gaps	Complete gaps by writing a word or phrase (3 words maximum)	10
6	Completing gapped text with one word (grammatical)	Gapped text and word sets	Complete text by selecting the best word and copying	5

Speaking

5-7 minutes/4 parts

This takes the form of a one-to-one exchange. The language used by the examiner is based on and controlled by a script (there are examples of this in the Key).

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

Wordlist

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

Tips

Listening

Each part is heard twice.

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

Students can then write sentences about one thing they did on each day last week. In small groups, they then read out their sentences to each other but again, not in chronological order, so that the listening students sort out the correct order of events.

Tips for the test

- Look carefully at the pictures and try to work out what is happening before you listen to the recording. If two pictures have similar things in them, think about what is different about the pictures.
- The days of the week will be written for you. Draw your lines carefully from the days to the correct pictures.

Part 4 **Tips**

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

Test focus: listening for detailed information

Teaching tip

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

Tips for the test

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

Part 5 **Tips**

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

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

Teaching tip

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

Tips for the test

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

Reading & Writing

Part 1	Tips
<p>Students look at eight labelled pictures and match them to six definitions by writing the appropriate words. There is one example and one picture is not needed.</p> <p>Test focus: understanding definitions of words from the vocabulary list</p>	<p>Teaching tips Give students cards with ten pictures on them from similar lexical areas. Students' cards will have some overlap but will be different from each other (as in a game of Bingo). Read aloud a definition or description of one picture at a time. Students cross their pictures out as you describe them and the first student with all the pictures correctly crossed out is the winner. As students become more confident they could be responsible for giving their own definitions of the pictures.</p> <p>Tips for the test</p> <ul style="list-style-type: none">• Before you read the sentences, look carefully at the pictures to find the differences between them and to make sure you know what the words mean.• Read each sentence carefully, underlining the key words before trying to match it to a picture.
Part 2	Tips
<p>Students look at a picture, read six sentences and indicate with <i>yes</i> or <i>no</i> whether the information is correct or not according to what they see in the picture.</p> <p>Test focus: understanding information at sentence level</p>	<p>Teaching tips Build up a collection of pictures showing scenes suitable for Movers, e.g. local places like a bank, a market, a swimming pool, a zoo. Write a list of descriptions on the board about what is happening in the pictures but include some sentences which are not true. Students then discuss which descriptions are correct and why some descriptions are not correct.</p> <p>Tips for the test</p> <ul style="list-style-type: none">• Make sure you read the sentence and look at the picture carefully before you write your answer.• Check that all the information in the sentence is correct, e.g. <i>The boy is pointing to a map. In the picture there is a boy, he is <u>looking</u> at a map but he isn't <u>pointing to</u> it.</i>
Part 3	Tips
<p>Students read a written dialogue consisting of six questions and choose the most appropriate answer from three options by circling a letter.</p> <p>Test focus: identifying appropriate utterances and functional language</p>	<p>Teaching tips Prepare a set of flashcards with the answers to a set of questions on them. Divide students into groups and give each group a set of answers. Write questions on the board and ask students to match the answers to the correct question. The questions should focus on the difference between singular and plural, present simple and present continuous, and functional language, e.g. making offers and suggestions, preferences, etc.</p> <p>Tips for the test</p> <ul style="list-style-type: none">• Look carefully at the question and underline the key words. Think about how you might answer the question before you look at the possible answers.• Look at the possible answers and ask yourself what is different about them, e.g. Is one singular and another plural? Are the tenses different? Then look at the question again before choosing the appropriate answer.

Part 4	Tips
<p>Students fill in six gaps in a story. They choose nine words which are illustrated to help. One provides an example and there are two extra options that the students will not need to use. Gaps may be nouns, adjectives or verbs. Students also choose an appropriate name for the story from three options.</p> <p>Test focus: putting nouns, verbs and adjectives into a context</p>	<p>Teaching tips Photocopy simple stories and blank out target nouns, adjectives and verbs. Put the vocabulary on the board and see if students can fit the words into the correct place in the story. Divide the class into two groups. Give each group a different story with eight target verbs, adjectives or nouns blanked out. Put all the missing words on the board. Students have to decide which words are missing from their story, then find a partner from the other group and read out their stories to each other. They could then try to come up with a name for their different stories.</p> <p>Tips for the test</p> <ul style="list-style-type: none"> • Read the whole story first, then read each sentence and look at each picture carefully before writing your answer. Decide whether you need a verb, an adjective or a noun. Check that you have the right form of the word. • When you have written all the missing words, read the story again before you decide which story name you think is best.

Part 5	Tips
<p>Students are given the title of a story and look at three illustrated texts which tell the story. They fill in gapped sentences which give information about the text using between one and three words.</p> <p>Test focus: comprehension at text level, demonstrating comprehension by completing gapped sentences</p>	<p>Teaching tips Divide the class into two groups and give each group a different short paragraph with five sentences. Ask students to blank out different words or short phrases in their paragraphs using a black felt pen or tippex. Students exchange paragraphs with the other group and they try to guess the missing words. The group guessing the most correct words wins.</p> <p>Tips for the test</p> <ul style="list-style-type: none"> • Read the story carefully before looking at the sentences. • Sometimes the sentences are written using the same information but with different words or in a different order. Read that part of the story again and check your sentence. Remember, you don't need to write more than three words in a gap.

Part 6	Tips
<p>Students read a gapped text in the style of an encyclopaedia entry. For each gap, they choose the appropriate word from three possible options which form a set, e.g. prepositions, nouns, verbs, etc.</p> <p>Test focus: choosing correct grammatical forms</p>	<p>Teaching tips Write three gapped sentences on the board but don't insert the gaps so that students do not know where the missing word should be. Write the three missing words under the sentences and see if students can decide which sentence the words fit into and where they might come. This can be repeated for prepositions, nouns, verbs, etc. e.g. She's lunch now. She a party yesterday. She long hair. * had * has * having</p> <p>Tips for the test</p> <ul style="list-style-type: none"> • Read the text, taking no notice of the gaps, to find out what it is about. Then read again trying to imagine what the missing word is. • For each missing word, think about what the possible answers mean, e.g. had, has, having. What's the difference between them? When do we use them? Then try all three in the gap before you choose your answer.

Speaking

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

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

Part 1

Tips

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

Teaching tip

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

Tips for the test

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

Part 2

Tips

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

Teaching tip

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

Tips for the test

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

Part 3**Tips**

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

Teaching tip

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

Tips for the test

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

Part 4**Tips**

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

Teaching tip

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

Tips for the test

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

Revision tips

Make sure your students:

- know their colours (black, blue, brown, green, grey, orange, pink, purple, red, yellow).
- know the days of the week and can hear the difference e.g. between *Tuesday* and *Thursday*.
- are confident about counting and recognising numbers from 1 to 100 and can recognise the difference, e.g. between *14* and *40*.
- have learnt prepositions carefully, particularly prepositions of place, and are confident about the difference between them. Many questions rely on their knowledge of these prepositions.
- have had plenty of practice of spelling out words and recognising all the letters of the alphabet.
They should pay particular attention to the sound of vowels, e.g. the difference between the letters *e* and *a*.
- know the meaning of the word *double*, e.g. *double t*.
- look at pictures carefully, paying attention to details of where things are, what colour they are, what people and animals are doing, etc.
- revise lexical items using pictures of objects and verbs from the Starters and Movers Vocabulary Lists, where possible arranged into lexical sets.
- are familiar with the English names in the Vocabulary List.
- are able to distinguish between different question words, e.g. *who*, *where*, *which*, *what*, *how*, *how many*, etc.
- are able to talk about themselves and answer questions about their everyday lives.
- revise grammar areas thoroughly (see the Structure List in the YLE handbook) paying particular attention to the following:
 - verb forms: positive, negative, interrogative, imperative and contracted forms
 - tenses: present simple / present continuous / past simple for regular and irregular verbs
 - words taking *-ing* or the infinitive
 - simple conjunctions and the difference between them
 - comparative and superlative forms of adjectives

Practical tips for test day

Tell your students to:

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

Remind students to:

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