



# Teacher's notes, test key and tapescript

Marks are not shown on the Test to allow you the flexibility to mark in a way that suits your teaching situation. However, a suggested scheme is given below which you may wish to use. This scheme gives a total of 65 marks for the test. Note that all four skills carry equal weight in the Cambridge ESOL YLE Tests. There is a complete test in this section.

## Starters practice test

### Marking Key

- ( ) = Acceptable extra words are placed in brackets
- / = A single slash is placed between acceptable alternative words within an answer
- // = A double slash is placed between acceptable alternative complete answers

### Page 1: Listening Part 1 (5 marks)

Pupils look at the picture. Play track 1. They listen to the information in the dialogue and draw a line from the named object to a location within the picture. Pupils listen again to check their answers.

**Key:** Lines should be drawn between:

- 1 computer and on cupboard
- 2 pencil and in bag
- 3 eraser and under table
- 4 ruler and on bookcase
- 5 clock and next to window

### TRACK 1

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

**WOMAN:** Put the book on the desk.

**MAN:** Sorry? Put the book where?

**WOMAN:** On the desk.

**MAN:** Right.

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

1

**WOMAN:** Put the computer on the cupboard.

**MAN:** The computer?

**WOMAN:** Yes. Put it on the cupboard.

**MAN:** OK.

2

**WOMAN:** Now put the pencil in the bag.

**MAN:** Sorry? Where do I put the pencil?

**WOMAN:** In the bag.

**MAN:** Right.

3

**WOMAN:** And now, please put the eraser under the table.

**MAN:** Sorry?

**WOMAN:** Put the eraser under the table.

**MAN:** Right. I can do that.

4

**WOMAN:** Please put the ruler on the bookcase.

**MAN:** Where?

**WOMAN:** On the bookcase, next to the window.

**MAN:** Yes, OK.

5

**WOMAN:** And now put the clock on the wall, next to the window.

**MAN:** Sorry? Where do I put the clock?

**WOMAN:** On the wall, next to the window.

**MAN:** Right.

**HEADING:** *Now listen again.*

### Pages 2 and 3: Listening Part 2 (5 marks)

Pupils look at the picture and read the questions. Play track 2. They listen to the dialogue and answer each comprehension question with a name or a number. Pupils listen again to check their answers.

**Key:** 1 SUE, 2 12//twelve, 3 7//seven, 4 BEN, 5 9//nine.

### TRACK 2

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

**WOMAN:** Are you the boy in this picture?

**BOY:** Yes. My name's Nick.

**WOMAN:** How do you spell your name?

**BOY:** N-I-C-K.

**WOMAN:** Is it your birthday today?

**BOY:** Yes, it is.

**WOMAN:** Happy Birthday! How old are you?

**BOY:** I'm eight.

**HEADING:** *Can you see the answers?*

*Now you listen and write a name or a number.*

1

**WOMAN:** Is this your sister in the picture with you?

**BOY:** Yes, it is.

**WOMAN:** What's her name?

**BOY:** Her name's Sue.

**WOMAN:** How do you spell that?

**BOY:** S-U-E.

2

**WOMAN:** How old is your sister?

**BOY:** She's twelve.

**WOMAN:** Twelve?

**BOY:** Yes, that's right.

3

**WOMAN:** How many birthday presents have you got?

**BOY:** Seven.

**WOMAN:** Seven presents? You are very lucky!

**BOY:** Yes, I am.

4

**WOMAN:** Who is this present from?

**BOY:** My cousin Ben.

**WOMAN:** How do you spell that?

**BOY:** B-E-N.

5

**WOMAN:** How old is your cousin Ben?

**BOY:** He's nine.

**WOMAN:** Nine?

**BOY:** Yes!

**HEADING:** *Now listen again.*

### Pages 4 and 5: Listening Part 3 (5 marks)

Pupils look at the pictures and read the questions. Play track 3. They listen to the information in the dialogues. They identify the correct picture and place a tick in the box. Pupils listen again to check their answers.

**Key:** 1 A, 2 B, 3 C, 4 B, 5 C.

#### TRACK 3

**HEADING:** *Look at the pictures. Now listen and look. There is one example.*

#### Where's Bill's bag?

**WOMAN:** Is that your bag by the bookcase, Bill?

**BOY:** No, my bag is on the table.

**WOMAN:** Oh yes. I can see it.

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

#### 1 What's May doing?

**WOMAN:** Where's May?

**BOY:** She's in the living room.

**WOMAN:** Is she watching television?

**BOY:** No, she's playing the guitar.

#### 2 Which is Ben's favourite fruit?

**BOY:** I like bananas.

**WOMAN:** Are they your favourite fruit?

**BOY:** No, my favourite fruit is watermelon.

#### 3 Which is Ann's favourite animal?

**WOMAN:** Let's go to the farm.

**GIRL:** That's a good idea. I love animals.

**WOMAN:** Are sheep your favourite animals?

**GIRL:** No, I love horses.

#### 4 Where does Alex want to go on holiday?

**WOMAN:** I want to go to a house in the mountains.

Where do you want to go, Alex?

**BOY:** To the beach.

**WOMAN:** OK. Let's go there.

#### 5 What's Sue doing?

**WOMAN:** Where's Sue?

**MAN:** She's in the park.

**WOMAN:** Is she playing baseball?

**MAN:** No, she's playing football.

**HEADING:** *Now listen again.*

### Page 6: Listening Part 4 (5 marks)

Make sure that pupils have their coloured pencils. They look at the picture. Play track 4. They identify the object that is being described and colour it in the right way. Pupils listen again to check their answers.

**Key:** 1 a green shell under the chair, 2 a purple shell by the bird, 3 a yellow shell on the book, 4 a red shell next to the man selling ice creams, 5 a blue shell on the girl's hat.

#### TRACK 4

**HEADING:** *Look at the picture. Now listen and look. There is one example.*

**MAN:** Look! There's a shell under the tree.

**GIRL:** Oh yes. I can see it under the tree.

**MAN:** Colour it grey.

**GIRL:** OK. I'm colouring it grey.

**HEADING:** *Can you see the grey shell under the tree? This is an example. Now you listen and colour.*

1

**MAN:** Now find the shell under the chair.

**GIRL:** I can see it.

**MAN:** Colour it green.

**GIRL:** OK. I'm colouring the shell under the chair green.

2

**MAN:** Look at the bird. It's eating a shell!

**GIRL:** Can I colour the shell purple?

**MAN:** Yes, you can. Bird's like purple!

**GIRL:** Thank you.

3

**MAN:** Look! There's a shell on the book.

**GIRL:** Oh yes. That's nice.

**MAN:** Colour it yellow.

**GIRL:** Pardon?

**MAN:** Colour the shell on the book yellow.

**GIRL:** OK.

4

**MAN:** Can you see a man selling ice creams?

**GIRL:** Yes, I can. And I can see a shell next to him.

**MAN:** OK. Colour the shell next to the man red.

**GIRL:** I'm colouring it red.

5

**MAN:** Can you see the girl?

**GIRL:** Yes. She's wearing a beautiful hat.

**MAN:** That's right. Colour the shell on the girl's hat blue.

**GIRL:** Blue?

**MAN:** Yes, that's lovely. Well done!

**HEADING:** *Now listen again.*

### **Pages 7 and 8: Reading and Writing Part 1 (5 marks)**

**Key:** 1 X, 2 ✓, 3 ✓, 4 X, 5 X

### **Page 9: Reading and Writing Part 2 (5 marks)**

1 no, 2 no, 3 yes, 4 yes, 5 yes.

### **Page 10: Reading and Writing Part 3 (5 marks)**

**Key:** 1 tomato, 2 banana, 3 pineapple, 4 orange, 5 lemon.

### **Page 11: Reading and Writing Part 4 (5 marks)**

**Key:** 1 glasses, 2 classroom, 3 board, 4 books, 5 cupboard.

### **Pages 12 and 13: Reading and Writing Part 5 (5 marks)**

**Key:** 1 swimming, 2 badminton, 3 camera, 4 shell, 5 sea.

### **Pages 14 and 15: Speaking (20 marks)**

#### **Preparation**

- Photocopy and cut out the scene and the object cards on pages 14 (enlarge to A3) and 15.
- Mount them on card and laminate them, if possible, for future use.

#### **Procedure**

- Ask the pupil to point out various items in the picture. Say e.g. *Point to the bed / window / table / bookcase*, etc.
- Ask the pupil to place the object cards at various locations in the picture. Say e.g. *Put the chair in front of the table*, etc.
- Ask the pupil various questions about the picture and the cards. Say e.g. *What's this? Is this a chair?* etc.
- Ask the pupil some questions about him/herself. Say e.g. *How old are you? What's your favourite colour / toy?* etc.