



CAMBRIDGE  
English

Cambridge

English Qualifications

Digital

# Pre A1 Starters Digital and A1 Movers Digital

Handbook for teachers



Cambridge

Digital

English Qualifications

# Bringing digital adventure to young learner exams



A1

Pre A1

# Make the most of your handbook

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. There are also links which take you to useful websites and resources.

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# About Cambridge

To learn English is to enjoy and experience a language that opens up opportunities across the world.

Together with teachers and our partners, we're here to engage and inspire millions of people throughout their entire learning journey. We help them confidently prove their skills to the world.

We believe that language is at the heart of being human, and English can unlock a lifetime of experiences. We help individuals everywhere connect, communicate and come closer together.

Where your world grows.

- 5.9 million assessments taken every year\*
- Accepted by over 25,000 organisations worldwide
- 2,800 exam centres in 130 countries
- Over 50,000 preparation centres

\*Average number of assessments delivered in the last 3 years.



## 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.

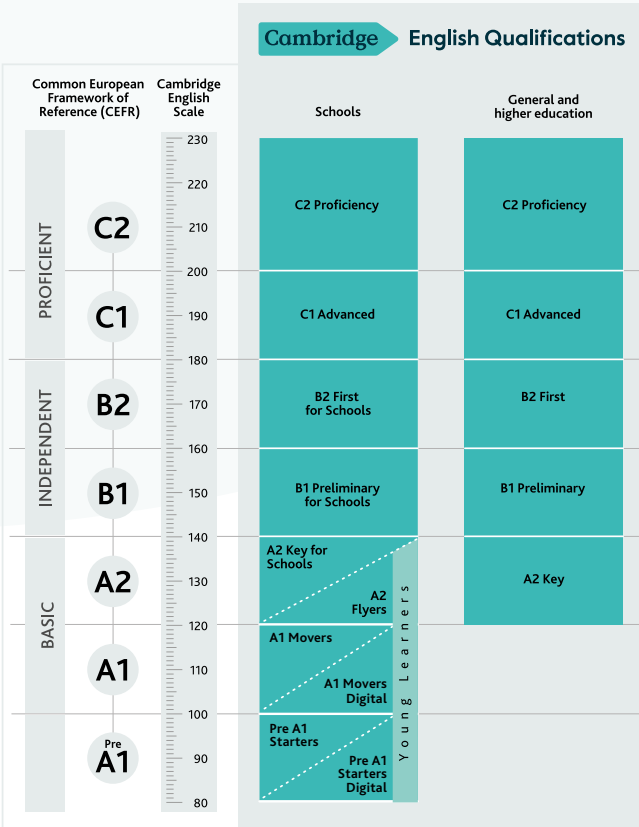
Our qualifications are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world.

We have Cambridge English Qualifications for:

- Schools
- General and higher education

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](https://cambridgeenglish.org/cefr)





# Pre A1 Starters Digital and A1 Movers Digital – an overview

Cambridge English Qualifications Digital for young learners are a new generation of digital assessments. Pre A1 Starters Digital and A1 Movers Digital offer an imaginative and child-friendly experience. Our new, fun and interactive tests are designed to nurture a positive mindset towards learning and assessment for young learners. Each test consists of three components: Listening, Reading and Writing (combined) and Speaking. The Speaking component is a face-to-face test with an examiner.

For today's young learners who are comfortable with technology, online tests give them a natural way to show what they can do, with task types that contribute to an interactive experience. Candidates customise an avatar at the beginning of the test and collect progress-related rewards in the form of more avatar customisations as they work through the tasks. Learners are guided with progress indicators, visual clues, examples and simple language.

## Who are these tests for?

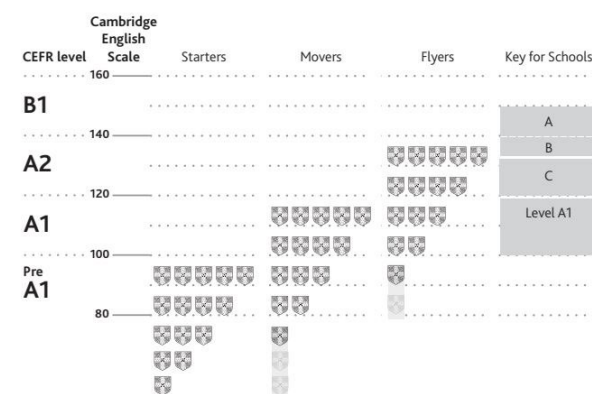
Pre A1 Starters Digital and A1 Movers Digital are designed to offer a comprehensive approach to testing the English of learners in primary and lower secondary education.

## What level are the tests?

Like the paper-based tests, Cambridge English Qualifications Digital for young learners are aligned to the CEFR.

Pre A1 Starters Digital is targeted at Pre A1. A1 Movers Digital is targeted at Pre A1 and A1, with a strong performance indicating A1. Results are also aligned to the Cambridge

English Scale. The Cambridge English Scale is designed to complement the CEFR.

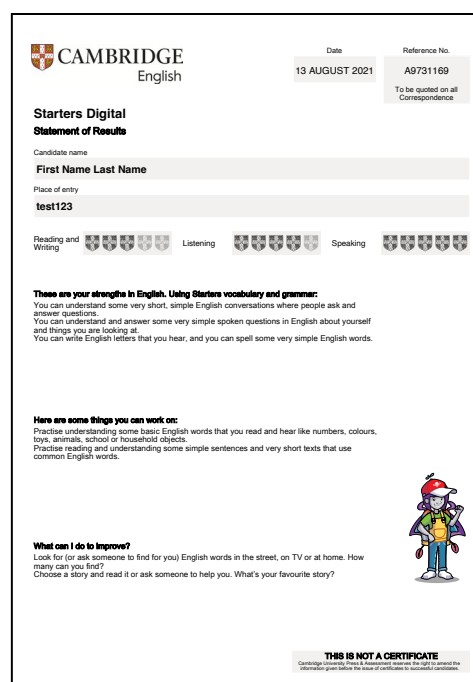


## Special requirements

Assessments are designed to be fair to all learners. For more information about special requirements go to [cambridgeenglish.org/help/](https://cambridgeenglish.org/help/)

## Marks and results

Results are reported in a way designed to provide encouragement to learners. All candidates who complete their test receive a paper certificate with shields to indicate their performance in each skill (there is no pass/fail). A statement of results, highlighting strengths and areas to focus on is available in six languages: French, Italian, Portuguese, Spanish, Turkish and Vietnamese.



# Exam preparation and support

We offer a range of preparation materials to support Cambridge English Qualifications Digital for young learners.

## Support for teachers, parents and learners

We provide a wealth of user-friendly, **free resources** as well as preparation materials for teachers, parents and learners. These resources include:

- One **sample test** for Pre A1 Starters Digital and one for A1 Movers Digital
- Practice activities for both levels to practise the tasks and digital skills
- An Information booklet for parents and learners
- Video tutorials to guide students through the test experience
- Online learning **resources**
- **Webinars** for teachers

## 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

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](https://cambridgeenglish.org/centresearch)

## Further information

If your local authorised exam centre is unable to answer your question, please contact our helpdesk: [cambridgeenglish.org/help](https://cambridgeenglish.org/help)

## Official preparation courses and resources

You can still use all the preparation materials for the paper-based Cambridge English Qualifications for young learners. You can be assured that the following resources will develop skills and language needed for success in both the paper-based and digital exams.

### Fun for Starters and Fun for Movers

Fun activities combined with exam style questions.



### Power Up

A general English course with embedded exam preparation, that takes learners on missions.



### Storyfun

Entertaining, story-based lessons.



### Fun Skills

Practice exam tasks with characters to guide and entertain.



### Kid's Box New Generation

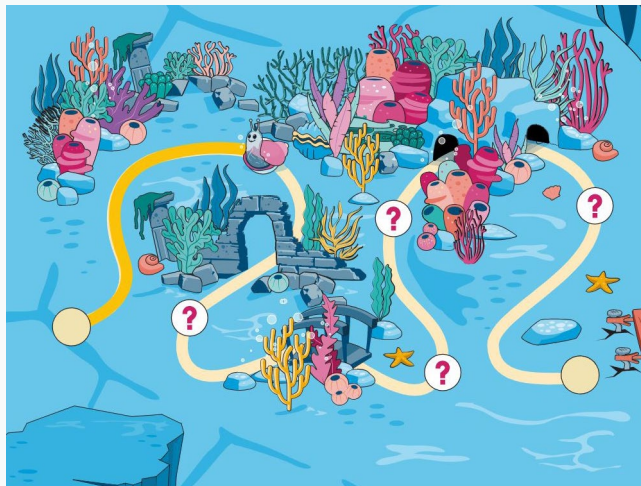
A fun, humorous course with exam preparation gently woven in.



# About the digital tests

In both the Pre A1 Starters Digital and the A1 Movers Digital tests, learners will explore a world where they can use their English. Each stop along the way will have a new task to complete.

The Pre A1 Starters Digital map is an underwater world.

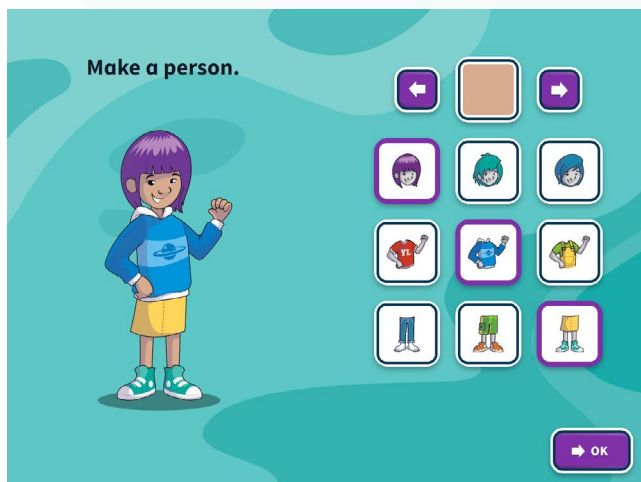


The A1 Movers Digital map is on a dinosaur island.

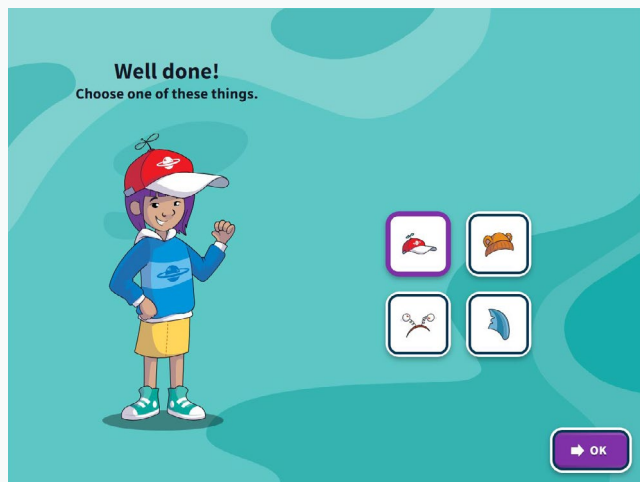


## Avatar and rewards

Learners work through tasks as an avatar, creating a sense of adventure. At the beginning of the test, learners can personalise their avatar by selecting the clothing, hairstyle and skin tone they prefer.



After finishing each task, learners can choose an accessory to add to their avatar.



## Test overview

The syllabuses for the tests follow. They describe the topics, the grammar and structures, the lexis and the tasks on which the tests 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 tests is a desire to close the distance between the children's experiences of learning and of testing.

Tasks are intended to test meaningful language in clear, relevant, accessible contexts. Children must know what to expect when they take the tests, 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 focusing 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 terms are included in the vocabulary lists. Versions of the listening test contain both British and American accents. With regard to candidate's output, both standard British English and standard American English are equally acceptable.

The table below shows the test overview including the common characteristics and variations in the different levels. Component timings are based on the maximum length taken by candidates identified in pre-launch trials. The timings outlined here are subject to revision based on our learning during this phase. Please keep up to date with the latest versions of the Exam Day Booklet and Teacher Handbook on the Cambridge website for updates.

	MAXIMUM LENGTH	NUMBER OF TASKS/ PARTS	NUMBER OF ITEMS
<b>Pre A1 Starters Digital</b>			
Listening	40 mins	5	20
Reading and Writing	25 mins	5	25
Speaking	3-5 mins	4	-
<b>TOTAL</b>	approx. 1 hour 10 mins		

	MAXIMUM LENGTH	NUMBER OF TASKS/ PARTS	NUMBER OF ITEMS
<b>A1 Movers Digital</b>			
Listening	50 min	5	25
Reading and Writing	approx. 40 mins	6	35
Speaking	5-7 mins	4	-
<b>TOTAL</b>	approx. 1 hour 37 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 Digital

LISTENING AND SPEAKING	READING AND WRITING
CAN understand letters of the English alphabet when heard.	CAN understand some very simple sentences, including questions.
CAN understand some very simple spoken instructions given in short simple phrases.	CAN follow some very short picture stories written in very simple language.
CAN understand some very simple spoken questions about self - such as name, age, favourite things or daily routine.	CAN write their name using the English alphabet.
CAN understand some very simple spoken descriptions of people and everyday objects.	CAN copy English words, phrases and short sentences.
CAN understand very short conversations and monologues which take place in a familiar context.	CAN spell some very simple English words correctly.
CAN name familiar people or things - such as family, animals, school or household objects.	
CAN give very basic descriptions of some objects and animals - such as how many, colour, size or location.	
CAN respond to very simple questions with single words or a 'yes/no' response.	

### A1 Movers Digital

LISTENING AND SPEAKING	READING AND WRITING
CAN understand simple spoken dialogues and stories about familiar topics with the help of pictures.	CAN understand some simple signs, notices and digital messages.
CAN understand simple spoken descriptions about people and familiar things.	CAN understand some short factual texts.
CAN express agreement or disagreement with someone using short, simple phrases.	CAN read and understand some short, simple stories about familiar topics with the help of pictures.
CAN respond to simple questions on familiar topics with simple phrases and sentences.	CAN write short, simple phrases and sentences about pictures and familiar topics.
CAN give simple descriptions of familiar objects, pictures and actions.	CAN spell some simple English words correctly.
CAN tell a simple story with the help of pictures.	
CAN ask someone how they are and ask simple questions about habits and preferences.	



# Pre A1 Starters

## Tasks

The 'Tasks' pages give information about the test format and what is tested in each task.

## How to help your learners

The 'Tips for preparing learners' pages give information and advice about what teachers can do to prepare their learners. You'll find suggested strategies and classroom activities to help learners develop the relevant skills and perform to the best of their ability.

GRAMMAR POINT AND PHRASE	EXAMPLES
<b>Nouns</b> Noun (singular and plural including irregular plural forms, countable and uncountable nouns)	Would you like an orange? Lemonade was delicious. I had a risk for health. Black is a trend.
<b>Adjectives</b> Infinitive + adjective Determiner + a/an	He is smallish. He is a bit short. It is a bit noisy. The car is very noisy.
<b>Verbs</b> We'll, they, those, these	Put the book on the shelf's hand. I want some with. There's nothing on this.
<b>Prepositional</b> Including demonstrative, personal, and possessive Interrogative + prepositional and 'and'	This lamp is at. Can you see it? Who has a hand? I'll be there. Is that person? How do you spell that?
<b>Verbs</b> (Active, negative, question, infinitive and short-form forms, including contractions)	Let's it happen. You and her have an album. I can't like eggs. Eat your food. Is that your car? Is that your bag? The coat is missing.
<b>Present simple</b> (including for anything)	This baby is coming. Can you have some birthday cake? The car is going to go.
<b>Present continuous</b> (with future reference)	I will be going to go. The car is going to go.
<b>Can for ability</b> Can for requests/persuasion	I would like some oranges. Would you like some oranges? I would like some oranges. I would like some oranges.
<b>Would like + s</b> Would like + s	Would you like some oranges? I would like some oranges. I would like some oranges.
<b>Adverbs</b>	Would you like some oranges? I would like some oranges. I would like some oranges.
<b>Conjunctions</b> and, but, or	Would you like some oranges? I would like some oranges. I would like some oranges.

[illegible]

German vocabulary		English	
<b>a</b>	<b>able</b> <i>fähig</i>	<b>able</b> <i>fähig</i>	<b>able</b> <i>fähig</i>
<b>a</b>	<b>add</b> <i>addieren</i>	<b>add</b> <i>addieren</i>	<b>add</b> <i>addieren</i>
<b>a</b>	<b>advertisement</b> <i>Werbung</i>	<b>advertisement</b> <i>Werbung</i>	<b>advertisement</b> <i>Werbung</i>
<b>a</b>	<b>advice</b> <i>Rat</i>	<b>advice</b> <i>Rat</i>	<b>advice</b> <i>Rat</i>
<b>a</b>	<b>affair</b> <i>Sache</i>	<b>affair</b> <i>Sache</i>	<b>affair</b> <i>Sache</i>
<b>a</b>	<b>after</b> <i>nach</i>	<b>after</b> <i>nach</i>	<b>after</b> <i>nach</i>
<b>a</b>	<b>again</b> <i>nochmal</i>	<b>again</b> <i>nochmal</i>	<b>again</b> <i>nochmal</i>
<b>a</b>	<b>against</b> <i>gegen</i>	<b>against</b> <i>gegen</i>	<b>against</b> <i>gegen</i>
<b>a</b>	<b>ago</b> <i>vorher</i>	<b>ago</b> <i>vorher</i>	<b>ago</b> <i>vorher</i>
<b>a</b>	<b>agree</b> <i>zustimmen</i>	<b>agree</b> <i>zustimmen</i>	<b>agree</b> <i>zustimmen</i>
<b>a</b>	<b>agreed</b> <i>zustimmend</i>	<b>agreed</b> <i>zustimmend</i>	<b>agreed</b> <i>zustimmend</i>
<b>a</b>	<b>ahead</b> <i>voran</i>	<b>ahead</b> <i>voran</i>	<b>ahead</b> <i>voran</i>
<b>a</b>	<b>air</b> <i>Luft</i>	<b>air</b> <i>Luft</i>	<b>air</b> <i>Luft</i>
<b>a</b>	<b>airplane</b> <i>Flugzeug</i>	<b>airplane</b> <i>Flugzeug</i>	<b>airplane</b> <i>Flugzeug</i>
<b>a</b>	<b>alarm</b> <i>Alarm</i>	<b>alarm</b> <i>Alarm</i>	<b>alarm</b> <i>Alarm</i>
<b>a</b>	<b>also</b> <i>auch</i>	<b>also</b> <i>auch</i>	<b>also</b> <i>auch</i>
<b>a</b>	<b>although</b> <i>obwohl</i>	<b>although</b> <i>obwohl</i>	<b>although</b> <i>obwohl</i>
<b>a</b>	<b>among</b> <i>unter</i>	<b>among</b> <i>unter</i>	<b>among</b> <i>unter</i>
<b>a</b>	<b>and</b> <i>und</i>	<b>and</b> <i>und</i>	<b>and</b> <i>und</i>
<b>a</b>	<b>anger</b> <i>Wut</i>	<b>anger</b> <i>Wut</i>	<b>anger</b> <i>Wut</i>
<b>a</b>	<b>angry</b> <i>wütend</i>	<b>angry</b> <i>wütend</i>	<b>angry</b> <i>wütend</i>
<b>a</b>	<b>animal</b> <i>Tier</i>	<b>animal</b> <i>Tier</i>	<b>animal</b> <i>Tier</i>
<b>a</b>	<b>another</b> <i>ander</i>	<b>another</b> <i>ander</i>	<b>another</b> <i>ander</i>
<b>a</b>	<b>answer</b> <i>Antwort</i>	<b>answer</b> <i>Antwort</i>	<b>answer</b> <i>Antwort</i>
<b>a</b>	<b>ant</b> <i>Ameise</i>	<b>ant</b> <i>Ameise</i>	<b>ant</b> <i>Ameise</i>
<b>a</b>	<b>anxiety</b> <i>Angst</i>	<b>anxiety</b> <i>Angst</i>	<b>anxiety</b> <i>Angst</i>
<b>a</b>	<b>any</b> <i>irgend</i>	<b>any</b> <i>irgend</i>	<b>any</b> <i>irgend</i>
<b>a</b>	<b>anybody</b> <i>jemand</i>	<b>anybody</b> <i>jemand</i>	<b>anybody</b> <i>jemand</i>
<b>a</b>	<b>anyhow</b> <i>irgendwie</i>	<b>anyhow</b> <i>irgendwie</i>	<b>anyhow</b> <i>irgendwie</i>
<b>a</b>	<b>anyone</b> <i>jemand</i>	<b>anyone</b> <i>jemand</i>	<b>anyone</b> <i>jemand</i>
<b>a</b>	<b>anything</b> <i>etwas</i>	<b>anything</b> <i>etwas</i>	<b>anything</b> <i>etwas</i>
<b>a</b>	<b>anyway</b> <i>irgendwie</i>	<b>anyway</b> <i>irgendwie</i>	<b>anyway</b> <i>irgendwie</i>
<b>a</b>	<b>apart</b> <i>auseinander</i>	<b>apart</b> <i>auseinander</i>	<b>apart</b> <i>auseinander</i>
<b>a</b>	<b>apartment</b> <i>Wohnung</i>	<b>apartment</b> <i>Wohnung</i>	<b>apartment</b> <i>Wohnung</i>
<b>a</b>	<b>appear</b> <i>erscheinen</i>	<b>appear</b> <i>erscheinen</i>	<b>appear</b> <i>erscheinen</i>
<b>a</b>	<b>appearance</b> <i>Erscheinung</i>	<b>appearance</b> <i>Erscheinung</i>	<b>appearance</b> <i>Erscheinung</i>
<b>a</b>	<b>appetite</b> <i>Appetit</i>	<b>appetite</b> <i>Appetit</i>	<b>appetite</b> <i>Appetit</i>
<b>a</b>	<b>apple</b> <i>Apfel</i>	<b>apple</b> <i>Apfel</i>	<b>apple</b> <i>Apfel</i>
<b>a</b>	<b>apologize</b> <i>sich entschuldigen</i>	<b>apologize</b> <i>sich entschuldigen</i>	<b>apologize</b> <i>sich entschuldigen</i>
<b>a</b>	<b>apology</b> <i>Entschuldigung</i>	<b>apology</b> <i>Entschuldigung</i>	<b>apology</b> <i>Entschuldigung</i>
<b>a</b>	<b>approve</b> <i>billigen</i>	<b>approve</b> <i>billigen</i>	<b>approve</b> <i>billigen</i>
<b>a</b>	<b>april</b> <i>April</i>	<b>april</b> <i>April</i>	<b>april</b> <i>April</i>
<b>a</b>	<b>arch</b> <i>Bogen</i>	<b>arch</b> <i>Bogen</i>	<b>arch</b> <i>Bogen</i>
<b>a</b>	<b>architect</b> <i>Architekt</i>	<b>architect</b> <i>Architekt</i>	<b>architect</b> <i>Architekt</i>
<b>a</b>	<b>architecture</b> <i>Architektur</i>	<b>architecture</b> <i>Architektur</i>	<b>architecture</b> <i>Architektur</i>
<b>a</b>	<b>area</b> <i>Fläche</i>	<b>area</b> <i>Fläche</i>	<b>area</b> <i>Fläche</i>
<b>a</b>	<b>argue</b> <i>streiten</i>	<b>argue</b> <i>streiten</i>	<b>argue</b> <i>streiten</i>
<b>a</b>	<b>argument</b> <i>Streit</i>	<b>argument</b> <i>Streit</i>	<b>argument</b> <i>Streit</i>
<b>a</b>	<b>arise</b> <i>entstehen</i>	<b>arise</b> <i>entstehen</i>	<b>arise</b> <i>entstehen</i>
<b>a</b>	<b>arm</b> <i>Arm</i>	<b>arm</b> <i>Arm</i>	<b>arm</b> <i>Arm</i>
<b>a</b>	<b>armed</b> <i>bewaffnet</i>	<b>armed</b> <i>bewaffnet</i>	<b>armed</b> <i>bewaffnet</i>
<b>a</b>	<b>army</b> <i>Armee</i>	<b>army</b> <i>Armee</i>	<b>army</b> <i>Armee</i>
<b>a</b>	<b>around</b> <i>um</i>	<b>around</b> <i>um</i>	<b>around</b> <i>um</i>
<b>a</b>	<b>arrive</b> <i>ankommen</i>	<b>arrive</b> <i>ankommen</i>	<b>arrive</b> <i>ankommen</i>
<b>a</b>	<b>ask</b> <i>fragen</i>	<b>ask</b> <i>fragen</i>	<b>ask</b> <i>fragen</i>
<b>a</b>	<b>asleep</b> <i>schlafend</i>	<b>asleep</b> <i>schlafend</i>	<b>asleep</b> <i>schlafend</i>
<b>a</b>	<b>as soon as</b> <i>sobald</i>	<b>as soon as</b> <i>sobald</i>	<b>as soon as</b> <i>sobald</i>
<b>a</b>	<b>as though</b> <i>als ob</i>	<b>as though</b> <i>als ob</i>	<b>as though</b> <i>als ob</i>
<b>a</b>	<b>at</b> <i>an</i>	<b>at</b> <i>an</i>	<b>at</b> <i>an</i>
<b>a</b>	<b>at least</b> <i>mindestens</i>	<b>at least</b> <i>mindestens</i>	<b>at least</b> <i>mindestens</i>
<b>a</b>	<b>at last</b> <i>endlich</i>	<b>at last</b> <i>endlich</i>	<b>at last</b> <i>endlich</i>
<b>a</b>	<b>at once</b> <i>sofort</i>	<b>at once</b> <i>sofort</i>	<b>at once</b> <i>sofort</i>
<b>a</b>	<b>at present</b> <i>zurzeit</i>	<b>at present</b> <i>zurzeit</i>	<b>at present</b> <i>zurzeit</i>
<b>a</b>	<b>at the moment</b> <i>zurzeit</i>	<b>at the moment</b> <i>zurzeit</i>	<b>at the moment</b> <i>zurzeit</i>
<b>a</b>	<b>at the same time</b> <i>zur gleichen Zeit</i>	<b>at the same time</b> <i>zur gleichen Zeit</i>	<b>at the same time</b> <i>zur gleichen Zeit</i>
<b>a</b>	<b>at the same time</b> <i>zur gleichen Zeit</i>	<b>at the same time</b> <i>zur gleichen Zeit</i>	<b>at the same time</b> <i>zur gleichen Zeit</i>
<b>a</b>	<b>at the same time</b> <i>zur gleichen Zeit</i>	<b>at the same time</b> <i>zur gleichen Zeit</i>	<b>at the same time</b> <i>zur gleichen Zeit</i>
<b>a</b>	<b>at the same time</b> <i>zur gleichen Zeit</i>	<b>at the same time</b> <i>zur gleichen Zeit</i>	<b>at the same time</b> <i>zur gleichen Zeit</i>
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# Pre A1 Starters Digital **Listening** tasks

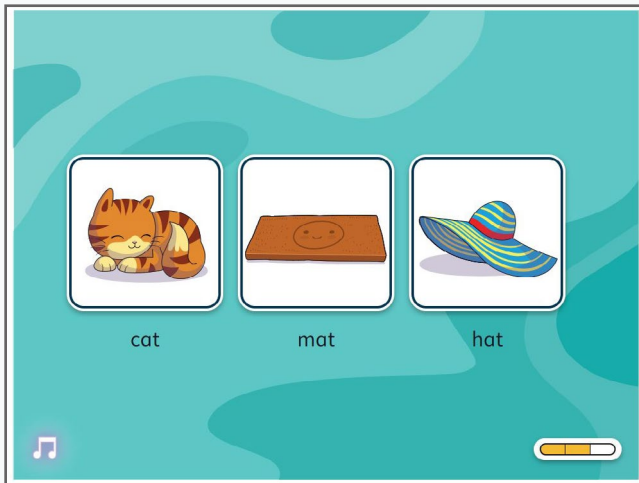
TASK	NUMBER OF QUESTIONS	NUMBER OF MARKS	TASK TYPES	WHAT DO CANDIDATES HAVE TO DO?
<b>1</b> Minimal differences	<b>2</b>	<b>2</b>	Multiple choice	Listen to a short sentence or phrase and select the correct picture from a choice of three options.
<b>2</b> Story scene	<b>5</b>	<b>5</b>	Multiple choice	Listen to and understand details in a story. Select correct pictures from a choice of 3 options.
<b>3</b> Note-taking	<b>5</b>	<b>5</b>	Note-taking	Listen for spellings and numbers. Drag and drop letters and numbers to complete a set of notes.
<b>4</b> Interactive dialogue	<b>3</b>	<b>3</b>	Multiple choice	Listen to questions/prompts and choose the appropriate response from a choice of 3 options.
<b>5</b> Picture editing	<b>5</b>	<b>5</b>	Multiple choice and colouring	Listen to the descriptions and follow the instructions by dragging and dropping objects into the correct place in the picture (questions 1-3) and colouring objects with digital colouring crayons (questions 4 and 5).
<b>TOTAL</b>	<b>20</b>	<b>20</b>		

## Tips for preparing learners for the Pre A1 Starters Digital Listening component

- ✓ Ensure learners have practised and understood how the online sample test works. For example, make sure that learners know that the first play of the audio starts automatically. Learners will hear each recording twice so demonstrate that they need to click on the 'Play' button when they are ready to hear the same audio again. Show them on the sample test how to click 'OK' when they are ready to move to the next question.
- ✓ It is important to make sure that learners can understand the spoken and written forms of all the words on the Pre A1 Starters wordlists. When preparing tasks, test writers keep strictly to the vocabulary and grammatical structures so that learners will be familiar with all the language they hear or read on the day of their test. The vocabulary which is tested focuses on words relevant to young learner's experiences of the world, such as animals, toys, home, school, family and children's leisure activities.
- ✓ Familiarise learners 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 learners to look carefully at the pictures in the test and to think about what they show.

## Advice by task

### Task 1: Minimal differences



#### THE TASK

- ▶ In this task, learners listen to a short sentence, e.g., *I like this mat.*
- ▶ They see three pictures and their words, for example, *a cat, a mat, and a hat.*
- ▶ They then choose the correct picture (by clicking on it) to match what they heard in the audio.

#### ASSESSMENT

- ▶ This task is testing a learner's ability **to recognise the key word in a short phrase or sentence of spoken English and match it to the written word and picture.**

#### HOW TO HELP YOUR LEARNERS

- ▶ Help learners to develop their awareness of phonemes in English by practising hearing the different letter sounds in words. For example, you could play a game in which learners have to stand up when they hear a word that ends in a /t/ sound. Call out *jacket, pet, bird, red, boat, tablet, head*. Then ask, what is the last sound in *bird, red* and *head*?
- ▶ Words like **fox** and **socks** and **pen** and **pet** are called minimal pairs because only one sound is different, e.g., the 'f' in fox and the first 's' in socks. You could put up pictures of two words that are a minimal pair, e.g., a picture of a fox and a picture of a pair of socks, at opposite ends of the classroom. Say one of the words and ask the learners to walk or point towards the word they heard.

## Task 2: Story scene



### THE TASK

- ▶ In this task, learners hear a short story. Before the audio for each question starts, learners briefly see a main picture which sets the context for the audio which follows. As learners continue through the task, other images are added into the scene.



- ▶ In each part of the story, learners see three pictures and need to choose the picture that shows what they hear. For example, *What's that behind that tree? Tina and Mum go and look. It's very tall. But it isn't a giraffe or a scary tiger, it's an elephant!*



- ▶ The first play of the audio starts automatically. The learner selects a picture by clicking on it. The picture that learners choose is added automatically to the main scene picture. You can now see, for example, an elephant behind a tree, hippos and crocodiles in the image.
- ▶ The maximum number of times that learners can hear the audio is twice. The learner clicks on 'OK' when they are ready to move to the next question. The next part of the story then plays automatically. Learners repeat the process until the task is complete.



## Task 2 (continued): Story scene

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### ASSESSMENT

- ▶ This task is testing a learner's ability **to listen and understand specific information in a story, by choosing the correct picture from a choice of three.**

### HOW TO HELP YOUR LEARNERS

- ▶ Give your learners lots of opportunities to listen to short simple stories at this level, with pictures to help with understanding. Ask questions as you read the story, for example, *Is the girl happy or sad? Where is the boy?*
- ▶ Ask learners to look at pictures from the story and ask them to either label or say key content words at this level, e.g., *kite, ball, water, tree.*
- ▶ Learners need to be able to understand simple negatives in spoken English, such as present simple negative and *not*. For example, *it's not a tiger and it's not a giraffe*. An example activity could be to give learners three pictures of objects and get them to cross off or tick objects as they listen. For example, *there isn't a chair* (they cross off the chair). *There is a sofa* (they tick the sofa), *but there isn't a TV* (they cross off the TV).
- ▶ Learners may also hear and need to understand the Pre A1 Starters prepositions in the audio. Give learners opportunities to place, for example, a pencil *in/on/in front of/behind/next to* a box.

### Task 3: Note-taking

#### THE TASK

- ▶ In this task, learners hear a conversation between two people. There are questions and answers in the conversation about names (which are spelled out) and numbers.
- ▶ Learners drag and drop name and number answers into the notes. They spell the names by choosing letters from a given selection and clicking on them. Note that there are some uppercase and lowercase letters for the spelling of names.
- ▶ Example with spelling
 

A: 'Where does Leo live?'  
 B: 'He lives in Ship Street.'  
 A: 'Sorry, how do you spell the name of his street?'  
 B: 'Erm, S-H-I-P.' A: 'Thanks.'
- ▶ Example with numbers
 

A: 'What number is Leo's house?' B: 'Leo's house? It's number 13.'

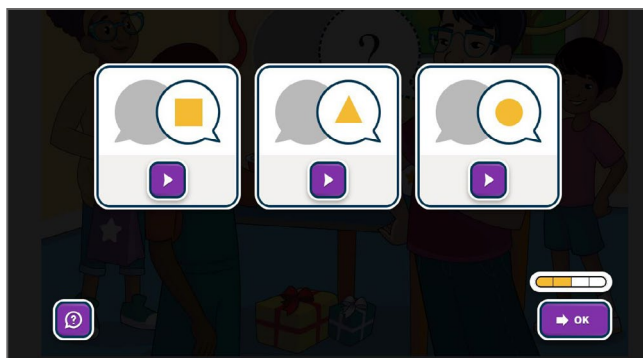
#### ASSESSMENT

- ▶ This task is testing a learner's ability **to hear and understand numbers (1-20) and simple spellings.**

#### HOW TO HELP YOUR LEARNERS

- ▶ Make sure your learners get lots of practice at counting and using numbers in class.
- ▶ Use activities to help students hear and produce numbers between single and double numbers, such as 3 and 13, 8 and 18. For example, hold up four pencils and ask *How many? Can you see 14? 4?* Or you could play bingo.
- ▶ Give lots of opportunities to write down words which are spelled out. Note: the names that learners have to spell in this task all come from the Pre A1 Starters Digital wordlist. They might be names or other words on the wordlist. For example, they might hear that a pet donkey is called 'Chips' or that a street is called 'Apple Street'.
- ▶ Make sure learners understand the difference between uppercase and lowercase letters and that names always start with an uppercase letter.
- ▶ Use activities to hear and produce the differences between commonly confused pairs of letters, such as *p* and *b*, *g* and *j*, *m* and *n*, *d* and *t*, *u* and *w*, etc.

## Task 4: Interactive dialogue



## THE TASK

- ▶ In each question of this task, learners hear three short exchanges, for example, a question and answer, or a statement followed by another statement.
- ▶ In each of the three exchanges, the first part is always the same. The responses are always different. Learners need to choose the one exchange that makes sense. For example,
 

A: 'Hello, I'm Alex.'

B: 'That's a nice name!' (correct).

A: 'Hello, I'm Alex.'

B: 'He likes green.' (wrong, as this doesn't make sense)
- ▶ When learners press the play button they will hear the whole exchange, the prompts and replies. They can click on each option to repeat it as many times as they would like. For this task there is **no limit to the number of times they can listen to the options**.

## ASSESSMENT

- ▶ This task is testing a learner's ability **to choose the appropriate language in response to a question or statement**.

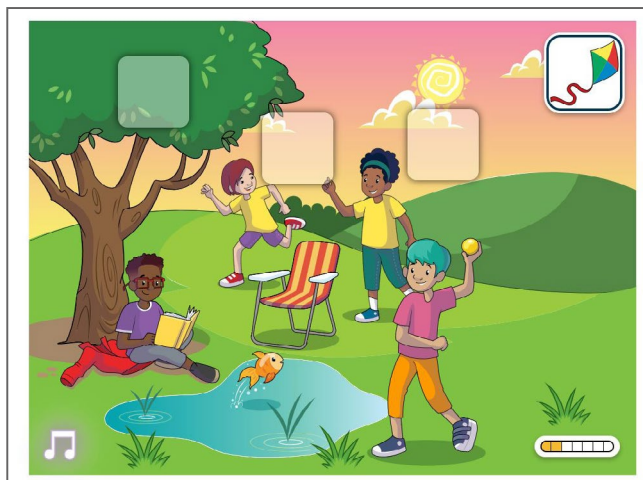
## HOW TO HELP YOUR LEARNERS

- ▶ Note that this task is NOT testing grammar but is testing function. Learners should focus on whether the reply matches the meaning of what the first speaker says. For example, if the input is a suggestion to do something, it is likely that the response will be an agreement or disagreement to do something but not a response that gives the age of someone or a statement such as *Come on!* or *That's Great!*
- ▶ Make sure learners get lots of practice in answering open questions, e.g., *What/Where/Who...?* and answering closed questions with Yes or No.
- ▶ The responses are always short so give learners practice in using Pre A1 Starters short replies correctly. You can find some of these in the wordlist, for example: *Thank you! I'm sorry. All right! Fantastic! Here you are! Me too. So do I. Not today. My name's Anna.*
- ▶ Ask learners to think of lots of different ways to answer a question. For example,
 

A: 'Would you like to play a game?'

B: 'Yes, please!' / 'Sorry, not today.' / 'No, let's watch TV.'

## Task 5: Picture editing



### THE TASK

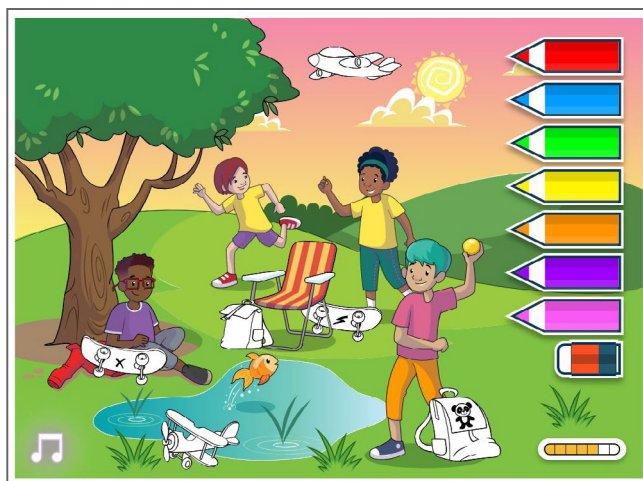
- In this task, learners see a large picture. In questions 1, 2 and 3, they have to put an object in a particular place in the picture according to what they hear. They will see a choice of three positions. For example, they might hear:

A: 'Can we put a kite in this picture?'

B: 'Yes, put the kite there please.'

A: 'Between the two children? The ones with yellow T-shirts?'

B: 'Yes that's right.'



- In questions 4 and 5, they need to colour a white object that is already in the picture. They do this by dragging and dropping one of the colouring crayons onto the object. They will see the same object in two different places in the picture and need to colour the correct one according to what they hear. For example, they might hear,

A: 'Can you colour the skateboard now?'

B: 'OK, The one behind the chair?'

A: 'Yes, make that skateboard blue.'

- To change the colour, learners can select the eraser image, which will turn the object white again, then they are free to select another colour. They can do this as many times as they need to before submitting their answer. It cannot be changed once they have clicked 'ok' to submit their answer.

### ASSESSMENT

- This task is testing a learner's ability **to understand instructions about place** (i.e., prepositional phrases) **and colours**.

### HOW TO HELP YOUR LEARNERS

- Make sure learners are as familiar as possible with the nouns and colours in the Pre A1 Starters Digital wordlist.
- Make sure learners understand the prepositions on the Pre A1 Starters Digital wordlist. Give them practice at hearing and acting on instructions using prepositional phrases.
- Give learners practice at asking and answering questions about where something is in pictures, or in the classroom or playground. You could use different prepositions in your questions. For example, *Where is the clock? Is it on the door? Next to the window? Under my desk? No, it's on the wall!*
- Give learners instructions to put different objects in different positions in the classroom. For example, *the carrot is on the floor, there's a book behind your chair, my hat is between two chairs, there's a toy monster inside the box.*
- Provide learners with colouring pencils and photocopies of uncoloured pictures. Give them instructions about how to colour the pictures. For example, *Make the girl's hat blue. Colour the bird pink.*

# Pre A1 Starters Digital Reading and Writing tasks

TASK	NUMBER OF QUESTIONS	NUMBER OF MARKS	TASK TYPES	WHAT DO CANDIDATES HAVE TO DO?
<b>1</b> Information posters	<b>5</b>	<b>5</b>	Multiple choice	Read a short phrase on a poster and choose the correct picture from a choice of three options to add to it.
<b>2</b> Online messages	<b>5</b>	<b>5</b>	Multiple choice	Read a text/online message exchange and choose the correct picture, emoji, or sticker from a choice of 3 options.
<b>3</b> Spelling	<b>5</b>	<b>5</b>	Word completion and spelling	Complete words by choosing the correct letter combinations (questions 1 and 2) and by unscrambling the letters (questions 3-5).
<b>4</b> Factual topic	<b>5</b>	<b>5</b>	Sentence completion by matching missing words	Read some sentences on a factual topic and drag and drop a word to fill the gap in each sentence.
<b>5</b> Comic book story	<b>5</b>	<b>5</b>	Productive writing	Type one-word answers to questions about a picture story.
<b>TOTAL</b>	<b>25</b>	<b>25</b>		

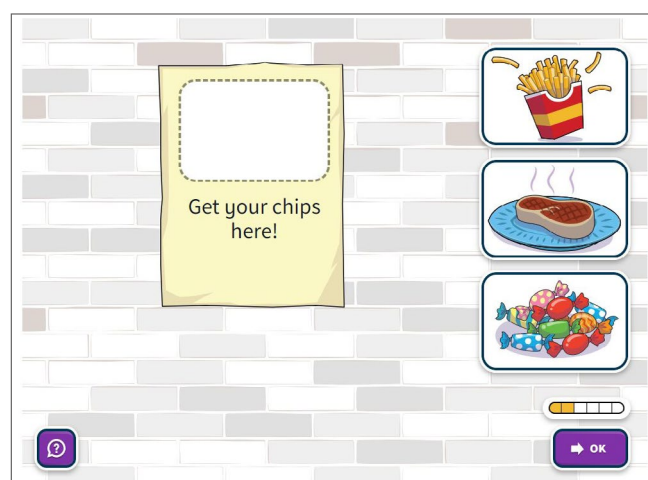


## Tips for preparing learners for the Pre A1 Starters Digital Reading and Writing component

- ✓ 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 Digital word and structure lists when preparing tasks. Make sure learners study the vocabulary, grammar and structures in the Pre A1 Starters syllabus. 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 learners become very familiar with them.
- ✓ Vocabulary can be revised and reinforced in a way that learners will find fun by using language puzzles and simple word games.
- ✓ Learners may lose marks because they do not type properly. Remind them to check that their typed responses are correct and have spaces between the words. In part 5, learners can type their answers by clicking letters on the on-screen keyboard or by typing on their own computer/laptop keyboard. Give learners plenty of practice typing before the test and ensure they have done the online sample test.
- ✓ Learners should be given lots of practice at spelling Pre A1 Starters Digital words correctly with a focus on those English letter patterns which learners find more difficult, for example, *ea, ck, ight, ou, er*, etc.
- ✓ Because young learners are unlikely to have had much experience managing their time in a test, when doing classroom tasks or activities, you could give them a time limit, both to improve concentration and to prevent them being distracted by other things.
- ✓ Learners will see an example at the start of each task. Remind learners that once they click 'OK' they can't go back and change an answer.

## Advice by task

## Task 1: Information posters



## THE TASK

- ▶ In this task, learners see a poster and three possible pictures to add to the poster. Only one of the pictures will complete the poster appropriately. Learners choose the picture which matches the meaning of the text and drag and drop it onto the poster. They can change their answer by dragging a different option into the same place on the poster.

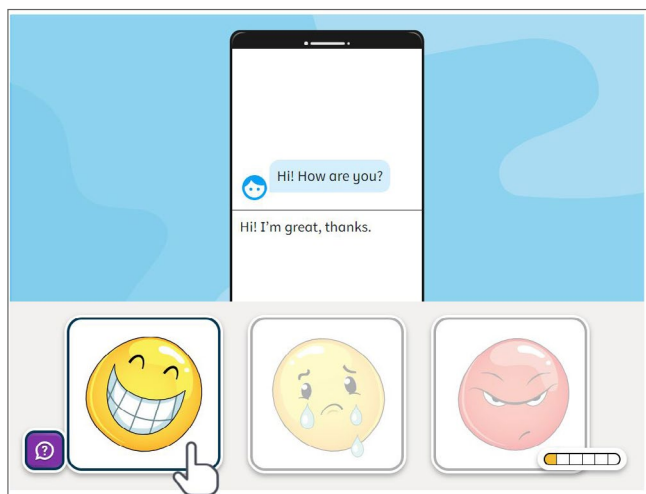
## ASSESSMENT

- ▶ This task is testing a learner's ability **to read a short sentence or phrase and link it to a correct picture.**

## HOW TO HELP YOUR LEARNERS

- ▶ Give learners lots of practice at matching pictures to words on the Pre A1 Starters Digital wordlist.
- ▶ Give learners opportunities to use short phrases that introduce a visual, such as *This is my ....* / *What a great ....* / *We love ....* / *Here's our ....* / *Let's play ....*
- ▶ Hold up pictures of Pre A1 Starters Digital words, for example, *donkey*, *playground*, *cake*, *computer*, and ask *What's this?*
- ▶ Ask learners to work in pairs and give each pair a different picture of a word on the Pre A1 Starters Digital wordlist. (For example, one pair might have a picture of a fox, while another pair has a picture of a car.) Each pair writes a short phrase to go with their picture (*This is a red fox* / *A lovely car!*). Bring the class back together and ask each pair to show their picture and read their sentence.

## Task 2: Online messages



### THE TASK

- ▶ In this task, learners see a text message exchange on a phone. The messages are between friends or family members. Learners see three pictures and have to choose the one that correctly relates to that part of the conversation. The pictures might be cartoons, stickers, emojis or photographs.
- ▶ In this example, learners choose the emoticon that goes with 'I'm great.'

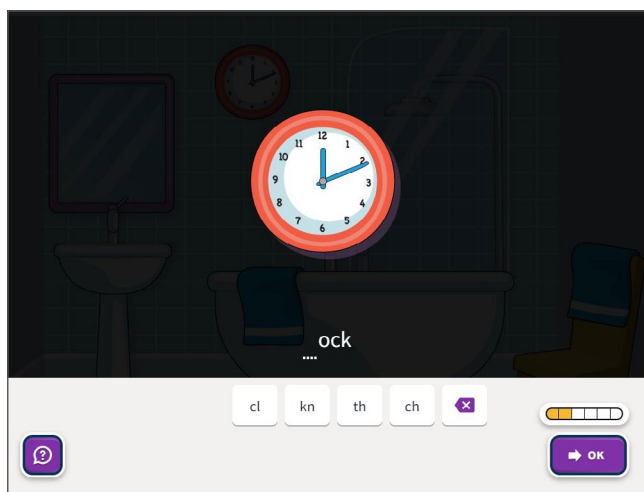
### ASSESSMENT

- ▶ This task is testing a learner's ability **to match a visual with a sentence in the context of an online or mobile message conversation.**

### HOW TO HELP YOUR LEARNERS

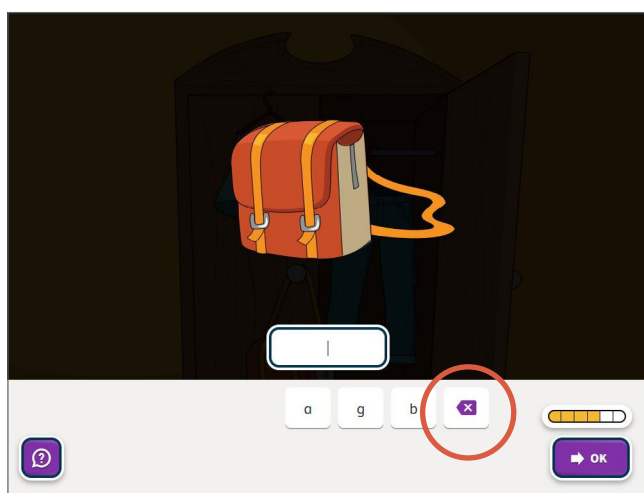
- ▶ Give learners opportunities to practise reading and responding to short messages in English. You could write a few short messages on the board and ask learners to think of short replies and draw a picture to go with their reply.
- ▶ Make sure learners are familiar with the emotions on the Pre A1 Starters Digital wordlist. For example, you could bring photocopies of emojis or emoticons to give to learners in pairs. Ask them to write a word or phrase for each emoji. For example, a smiley face could be *He's happy* or *It's great here* or *We're having fun*. If your learners are not confident enough to do this, you could give them words to match with the emojis, for example, *happy, sad, crying, angry, sleeping*.
- ▶ Write an open question on the board. For example, 'Where are you now?' 'What are you eating?' 'Where do you live?' Provide picture prompts of possible answers (they can be imaginative and funny). Elicit the vocabulary from the pictures and learners work in pairs to practise the questions and answers, for example 'Where are you now?' 'I'm on the moon!' or 'What are you doing?' 'I'm playing football with an alien'.

## Task 3: Spelling



### THE TASK

- ▶ In this task, the first two questions focus on one context (for example, on the beach, in the classroom, etc.). Learners see a single picture with its incomplete spelling. Learners click on a letter or letters to complete the word. They have four options to choose from. They can change their selection by clicking on another letter or other letters. They can do this as many times as they'd like, but once they press OK, they have submitted their answer.



- ▶ Questions 3-5 are based on a different context. Each has an image with a gap for the word below it. Learners see all the necessary letters to spell that word, but letters are presented in the wrong order. For example, in the image of a bag shown here, they see the letters a, g and b. Learners have to click on the letters in the correct order to spell the word. If they make a mistake or want to change their answer, they can click on the backspace button (circled in red).

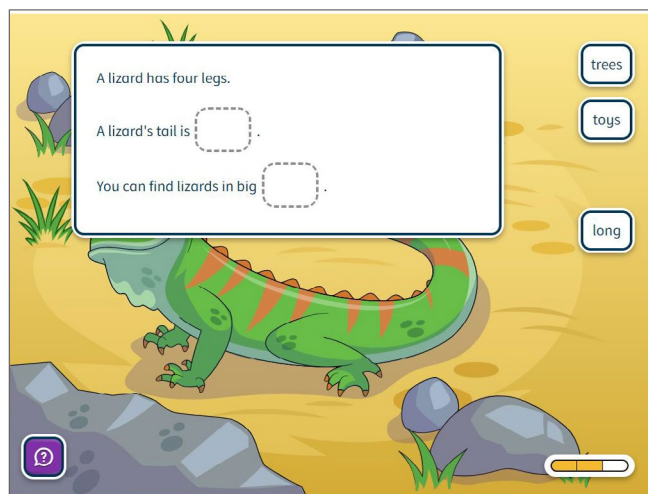
### ASSESSMENT

- ▶ This task is testing a learner's ability **to spell short, simple words**.

### HOW TO HELP YOUR LEARNERS

- ▶ Give learners regular opportunities to learn and write Pre A1 Starters Digital words correctly.
- ▶ Use spelling games to familiarise learners with the completion of words with similar spelling patterns. For example, ask the learners what letters are missing in the following words \_\_ip (*ship*), \_eep (*sheep*) \_\_op (*shop*).
- ▶ Put pictures or draw pictures of Pre A1 Starters Digital words on the board. The words you choose should come from a particular topic or context. For example, you could show food words or words for things found at the beach. Add the correct number of dashes for each spelling and its jumbled letters. Ask the class to help you spell each word.
- ▶ Show learners groups of words with the same spelling pattern e.g., the double 's' in the words *class*, *dress* and *cross*, the double 'l' in *ball*, *doll*, *shell* and *small*, and the 'ck' at the end of the words *tick*, *sock*, *clock*, and *kick*.

## Task 4: Factual topic



### THE TASK

- ▶ In this task, learners see a picture and some incomplete sentences on a factual topic. Each sentence has one word missing. Most of the missing words will be nouns or adjectives. The text will mostly contain facts, but some parts of the text may contain a story element, for example, *Flora's pet lizard lives in her ..... (garden)*.
- ▶ Learners have a selection of words to choose from on the right of the screen. They have to choose the correct word and drag and drop the word onto the gap in the sentence. They can change their selection by dragging a different word into the same place. They should complete the gaps in all the sentences on the screen before pressing 'OK'.

### ASSESSMENT

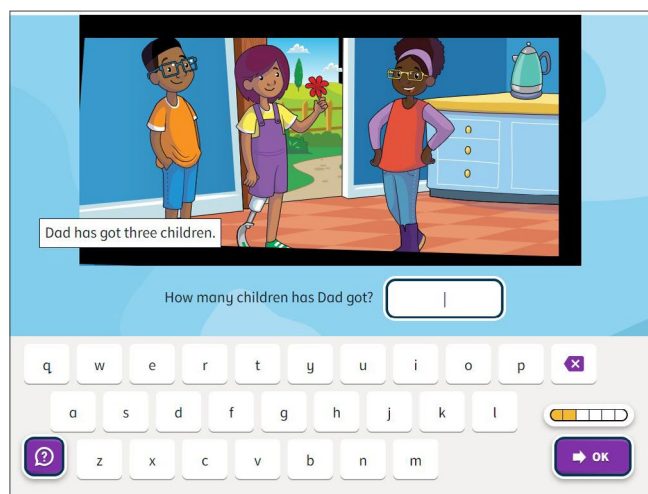
- ▶ This task is testing a learner's ability to understand simple sentence structure and use their vocabulary knowledge **to complete each short sentence by adding a word**.

### HOW TO HELP YOUR LEARNERS

- ▶ Give learners opportunities to read simple factual texts about, for example, animals, places, sports or hobbies.
- ▶ Look at a picture of an animal, place, or object from the Pre A1 Starters Digital wordlist, for example, a park. Ask your learners to say anything they know and can say about it, for example, '*There are trees in the park*' (learners might just shout individual words at this level, for example, '*trees, play, football, pond,*' etc.).
- ▶ Invite a learner to draw something on the board, such as a horse. Add two incomplete sentences, for example, *Horses have long .....* . *Nick's horse is .....* . Learners suggest what the missing word might be. The first sentence calls for a noun. The second is likely to need a verb or an adjective. Accept all possible answers. Make sure that learners check whether the subject is plural or singular. *Tail* would be wrong in the first sentence, but *ears, legs* or *tails* could be right!

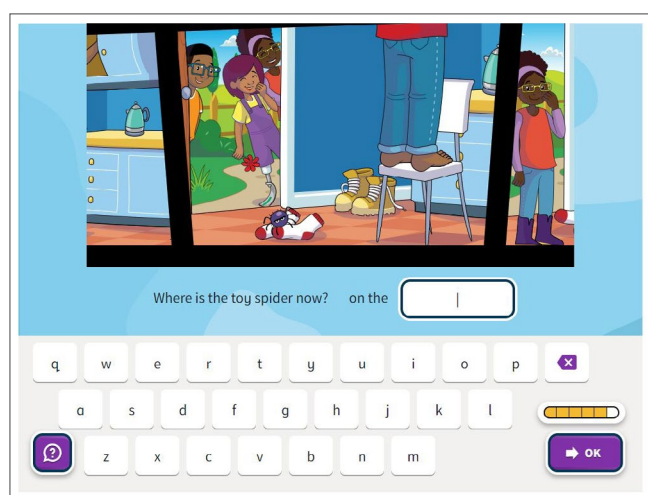


## Task 5: Comic book story



## THE TASK

- ▶ In this task, learners see six pictures which tell a short story. Under each picture there is a question that needs a **one-word answer**. Learners can type their answers by clicking letters on the on-screen keyboard or on their own computer/laptop keyboard. Note that numbers must be spelled out (*three*, not 3).
- ▶ For each of the first four pictures (example and questions 1-3), learners read a sentence of the story. The answer to the question is somewhere in the story sentence, as shown here.



- ▶ In questions 4 and 5, learners have to find the answer by looking at the picture and then typing the word in the space. In this example, acceptable answers would be *floor*, *sock*, or *socks*. Learners can use the backspace button on the screen or real keyboard to change their answers. Once they are happy with what they have written, they can press 'OK' and submit their answer.

## ASSESSMENT

- ▶ This task is testing **reading comprehension and writing**.
- ▶ Questions 1-3 test the learner's ability **to find the right word in the story text and copy it to correctly answer the questions**.
- ▶ Questions 4 and 5 test the learner's ability to answer a question by finding the answer in the picture and providing a response. Very minor misspellings are not penalised for these two questions.

## HOW TO HELP YOUR LEARNERS

- ▶ Give learners practice in copying Pre A1 Starters Digital words from a text. Start with short simple words like *cat*, *dog*, and *sun*, and work up to longer words and words with difficult letter combinations, e.g., *chocolate*, *apartment*, *cupboard*, *beach*, *soccer*, *balloon*.
- ▶ Use picture dictionaries in class to learn words around a particular topic (clothes or food, for example). Ask learners to copy words into their notebooks and pay careful attention to the spelling. They can draw pictures next to the words to help them remember the meaning.
- ▶ When reading a story to your class, ask questions about each sentence as you go. Prompt the answers, for example, *Chen is six years old (How old is Chen? He's...)*. *Hana loves going to the beach. (Where does she like going? To the...?)*. *Eva swims in the sea with her friends. (Who does Eva swim with? Her...?)*
- ▶ Give slow dictations of individual words (while holding up or showing a picture of the object or action, if possible) and ask learners to try to spell the word, for example, *cat*, *bed*, *black*, etc.

# Marking Keys

## Pre-A1 Digital Listening Sample Test

Task 1: Minimal differences	
Example:	C
1	B
2	A

Task 2: Story scene	
Example:	C
1	A
2	C
3	B
4	B
5	A

Task 3: Note-taking	
Example:	Leo
1	Ship
2	13
3	8
4	duck
5	11

Task 4: Dialogue	
Example:	A
1	B
2	C
3	A

### Task 5: Picture editing



## Pre-A1 Starters Digital Reading &amp; Writing Sample Test

Task 1:  
Information posters

<b>Example:</b>	C
<b>1</b>	A
<b>2</b>	C
<b>3</b>	B
<b>4</b>	B
<b>5</b>	A

Task 2:  
Online messages

<b>Example:</b>	A
<b>1</b>	C
<b>2</b>	B
<b>3</b>	A
<b>4</b>	C
<b>5</b>	A

Task 3:  
Spelling

<b>Example:</b>	bath
<b>1</b>	clock
<b>2</b>	chair
<b>3</b>	bag
<b>4</b>	skirt
<b>5</b>	jeans

Task 4:  
Factual topic

<b>Example:</b>	legs
<b>1</b>	long
<b>2</b>	trees
<b>3</b>	fruit
<b>4</b>	sun
<b>5</b>	big

Task 5:  
Comic book story

<b>Example:</b>	kitchen
<b>1</b>	three
<b>2</b>	spiders
<b>3</b>	Dad
<b>4</b>	socks
<b>5</b>	flower

# Pre A1 Starters Digital **Speaking** tasks

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TASK	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 Pre A1 Starters Digital Speaking component

- ✓ One way of making the component as stress free as possible is that the learner is first met by an usher who explains the format of the component in the learner's first language before taking him or her into the test room to meet the examiner.
- ✓ The standard format for the Speaking component is one learner and one examiner.
- ✓ The pictures and questions used in the component are all based on the vocabulary and structures in the Pre A1 Starters Digital lists. This means that learners 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 component always follows the same pattern so that learners who are well prepared will not receive any surprises.
- ✓ Use English to give everyday classroom instructions so that learners become very familiar with instructions like *Look at ...* , *Give ...* , *Put ...* , *Find ...* , *Tell me ...* .
- ✓ Learners 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.



## Advice by task

### Speaking Part 1

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#### THE TASK

- ▶ The examiner greets the candidate and checks the candidate's name. This part is unassessed.
- ▶ The examiner starts the Speaking component by demonstrating what is required and then asks them 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.

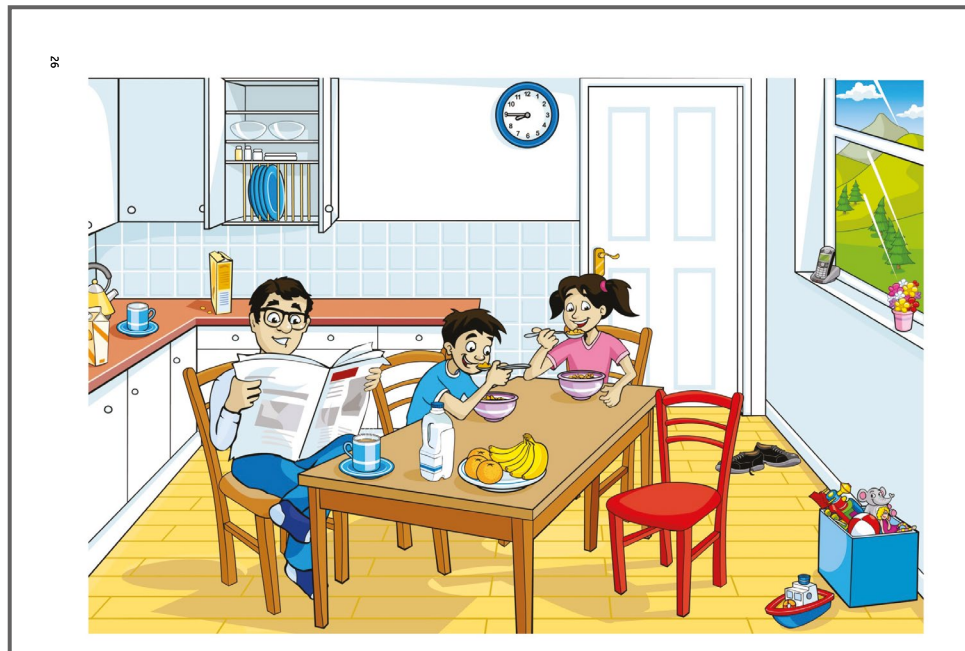
#### ASSESSMENT

- ▶ This part tests **understanding and following spoken instructions**.

#### HOW TO HELP YOUR LEARNERS

- ▶ Learners 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?*
- ▶ Learners 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.*
- ▶ Learners should not worry if the required position (of, for example, the cake) does not seem to be a very appropriate one!

## Speaking Part 2



## THE TASK

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

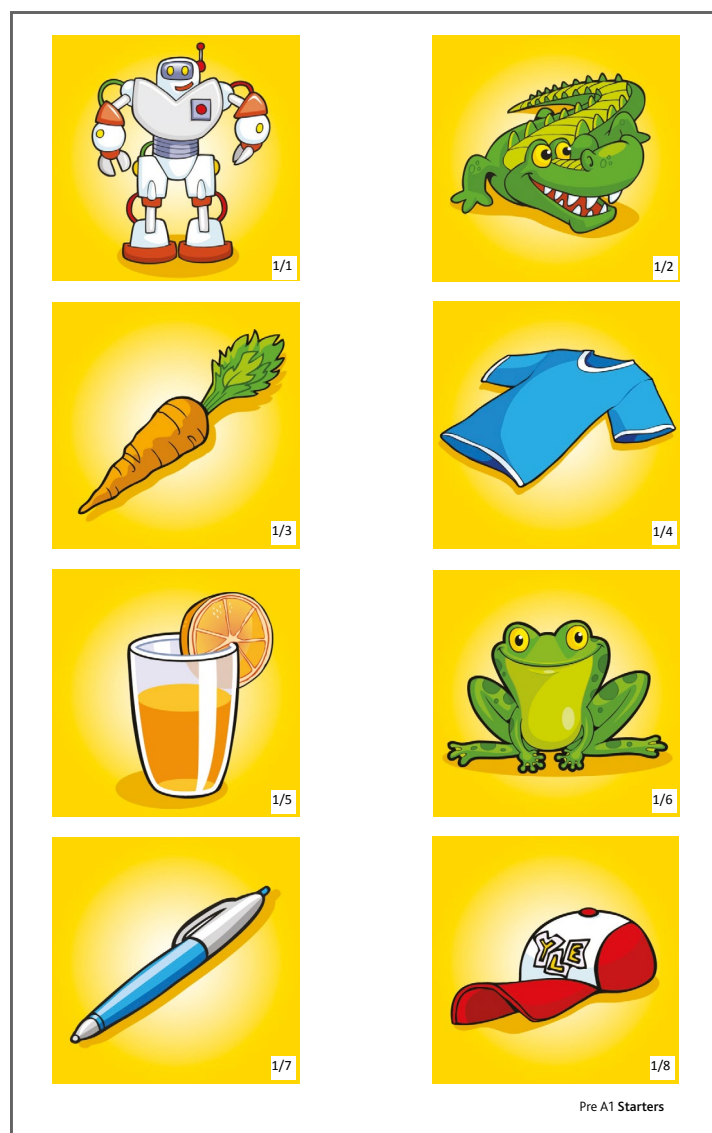
## ASSESSMENT

- ▶ This part tests **understanding and following spoken instructions**.

## HOW TO HELP YOUR LEARNERS

- ▶ Learners should practise answering simple questions about a picture (with one-word answers). For example: *What's this?* (plate) *How many plates are there?* (four)
- ▶ Learners 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.

## Speaking Part 3



### THE TASK

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

### ASSESSMENT

- ▶ This part tests **understanding and responding to spoken questions**.

### HOW TO HELP YOUR LEARNERS

- ▶ Learners 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 pictures showing scenes and pictures showing only one object or person.

## 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.

### ASSESSMENT

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

### HOW TO HELP YOUR LEARNERS

- ▶ 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?*

# Pre A1 Starters Digital Grammar and Structures List

GRAMMAR POINT AND PHRASES	EXAMPLES
<b>Nouns</b> Singular and plural including irregular plural forms, countable and uncountable nouns and names	Would you like an <b>orange</b> ? <b>Lemons</b> are yellow. Pat has six <b>mice</b> . I eat <b>rice</b> for <b>lunch</b> . <b>Nora</b> is my <b>friend</b> .
<b>Adjectives</b> Including possessive adjectives	He's a <b>small</b> boy. <b>His</b> name is Yusef.
Determiners a, an, the  some this, that, these, those	It's a banana. This is an apple. Put the hat on the boy's head.  I want <b>some</b> milk. <b>These</b> books are blue.
<b>Pronouns</b> Including demonstrative, personal, and possessive interrogative pronouns and 'one'	This is <b>my</b> car. Can <b>you</b> see <b>me</b> ? Is that <b>yours</b> ? <b>Which</b> is Adam? I'd like <b>one</b> . This is <b>mine</b> !
Impersonal you	How do <b>you</b> spell that?
<b>Verbs</b> (Positive, negative, question, imperative and short-answer forms, including contractions)	
<b>Present simple</b> (Including for storytelling)	Lucy <b>is</b> happy. Tina and her Mum <b>are</b> at home. I <b>don't like</b> eggs. <b>Eat</b> your lunch! <b>Is</b> that your sister? Yes, it <b>is</b> .
<b>Present continuous</b> (not with future reference)	What <b>are</b> you <b>doing</b> ? The cat's <b>sleeping</b> .
<b>Can for ability</b> <b>Can for requests/permission</b>	The baby <b>can</b> wave. <b>Can I have</b> some birthday cake?
<b>Have (got) for possession</b>	<b>Have</b> you <b>got</b> a pen? She <b>hasn't got</b> a dog.
<b>Would like + n</b> <b>Would like + v</b>	I would like some grapes. Would you like to colour that ball?
<b>Adverbs</b>	I'm colouring it <b>now</b> . My grandma lives <b>here</b> . She's got a red bike <b>too</b> . A mouse is <b>very</b> small.
<b>Conjunctions</b> and, but, or	I've got a pen <b>and</b> a pencil. I have a brother, <b>but</b> I don't have a sister. Do you want water <b>or</b> milk?



GRAMMAR POINT AND PHRASES	EXAMPLES
<b>Prepositions of place and time</b>	Put the clock <b>next to</b> the picture. We go <b>to</b> school <b>in</b> the morning.
<b>Question words</b>	<b>Who</b> is that man? <b>Where</b> is Jess?
<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>Let's</b>	<b>Let's</b> go to the zoo! <b>Let's</b> watch a video!
<b>Have + obj + inf</b>	Dilek <b>has a book to read</b> .
<b>ing forms as nouns</b>	<b>Swimming</b> is fun.
<b>Like + v+ing (gerund)</b>	<b>I like swimming.</b>
<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 + v+ing / noun</b>	This is a <b>story about playing</b> football. This is a <b>story about my school</b> .
<b>What (a/an) + adj + n</b>	What a good dog! What beautiful fish!
<b>What now?</b>	Put the egg in the box. OK! The egg is in the box. <b>What now?</b>

# Pre A1 Starters Digital Vocabulary list by topic with example language

For the complete list of vocabulary at Pre A1 Starters Digital, go to the **alphabetic list**.

TOPIC	VOCABULARY		EXAMPLE LANGUAGE
<b>Animals</b>	animal bear bee bird bug cat chicken cow crocodile dog donkey duck elephant fish fox frog	giraffe goat hippo horse lizard monkey mouse/mice panda pet sheep snake spider tail tiger zebra zoo	Do you like cats? Yes, I do/No, I don't.  I love/like/horses/foxes/pandas/bugs. So do I!  Let's go to the zoo.
<b>The body and the face</b>	arm body ear eye face foot/feet hair	hand head leg mouth nose smile wash	I've got short hair. He's got green eyes.  Draw a face with two eyes, a nose, and a mouth.
<b>Clothes</b>	bag cap boots clothes coat dress glasses hat jeans	shirt shoe shorts skirt sock trousers (US pants) T-shirt wear	What are you wearing? I'm wearing a red cap.  What cool trousers/pants!  Get your coat and hat!
<b>Colours</b>	black blue brown colour (US color) gray (UK grey) green grey (US gray)	orange pink purple red white yellow	What colour is the drum? It's red and blue.  Which is the yellow one? This/that one!

TOPIC	VOCABULARY		EXAMPLE LANGUAGE
<b>Family &amp; friends</b>	baby big boy brother child/children classmate cousin cry Dad/dad family father friend girl grandfather grandma	grandmother grandpa kid little live man/men mother Mum/mum (US Mom/mom) old person/people sister woman/women young	Who's in your family?  Is this your little sister? Yes, it is. / No, it isn't.  Have you got brothers and sisters? Yes, I've got a brother and a sister.  How old is your brother? (He's) eight.
<b>Feelings</b>	angry Don't worry! happy Oh dear! OK	sad scared (scary) sorry tired	Are you happy/tired/sad today? I'm happy.  I'm very/really sorry.
<b>Food &amp; drink</b>	apple banana bean bread breakfast burger cake candy (UK sweet(s)) carrot cheese chicken chips (US fries) chocolate coconut dinner drink eat egg fish food fries (UK chips) fruit grape	ice cream juice kiwi lemon lemonade lunch mango meat meatballs milk orange pea pear pie pizza potato rice salad sweet(s) (US candy) tomato water watermelon	Do you like cheese? Yes, I do. / No, I don't.  What's your favourite food? My favourite food is pizza. / I (really) like pizza.  Can I have some salad, please? Yes, here you are.  Would you like some fruit? No, thanks. / Yes, please!  Put the milk in a cup/jug.
<b>Greetings and similar expressions</b>	Bye Cool! Fantastic! Goodbye Great Happy birthday! Hello Hi! Hooray! Me too! No, thank you	Oh dear! OK! Pardon? Please See you! So do I! Thanks Thank you Yes, please Well done! Wow!	How are you (today?) Good, thanks!  I like football/soccer. Me too!  Would you like a banana? No, thanks.

TOPIC	VOCABULARY		EXAMPLE LANGUAGE
<b>The home</b>	apartment (UK flat) armchair bath (US bathtub) bathroom bed bedroom bookcase box camera chair clock computer couch (UK sofa) cup cupboard desk dining room door flat (US apartment) flower garden (US yard) hall home	house jug kitchen lamp living room mat mirror phone picture pot room rug sleep sofa (US couch) table tablet television/TV toy tree wall wash watch window	Where do you live? I live in a house/apartment.  Where are your toys? They're on the rug/under the table/next to the bed/in front of the window/in the garden(yard).  What's in your living room? There's a sofa (couch) and a TV.
<b>Names</b>	Adam Alex Ben Chen Dev Dilek Eva Flora Grace Hana Hugo Ivan	Jess Leo Lucy Mo Nick Nora Omar Pat Sam Tina Wendy Yusef	My name's Nora. What's your name? (It's/I'm) Ivan.  Who's that? My friend, Wendy.  Whose is this pencil? (It's) mine. / (It's) Mo's.
<b>Numbers</b>	1-20		How many crocodiles are there? (There are) three.
<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	Where is the bookshop? It's next to the park.  Can I go to the playground, Mum? Yes, OK  There's a big store in front of the school.

TOPIC	VOCABULARY		EXAMPLE LANGUAGE
School	alphabet	number	What's this? It's my bag.
	answer	open	
	ask	page	Can I have a pen, please? Yes, here you are.
	board	painting	
	book	paper	How do you spell that? D-O-G.
	bookcase	pen	
	class	pencil	(Sorry) I don't understand.
	classroom	picture	
	close	playground	Listen to me, please.
	colour (US color)	point	Point to the window.
	computer	poster	Open/close your books.
	correct	question	Let's sing a song/play a game.
	crayon	read	Write the answer.
	cross	right (as in correct)	Put it on the bookcase.
	cupboard	rubber (US eraser)	
	desk	ruler	
	door	school	
	draw	sentence	
	English	show	
	eraser (UK rubber)	sit	
	example	spell	
	find	stand	
	floor	story	
	keyboard (computer)	teacher	
	learn	tell	
	lesson	tick	
	letter (as in	tired	
	alphabet)	try	
	listen	understand	
	look	wall	
	mouse	window	
	(as in computer)	word	
	music	write	

TOPIC	VOCABULARY		EXAMPLE LANGUAGE
<b>Sports &amp; leisure</b>	ball baseball basketball bat (as sports equipment) beach bike boat book bounce camera catch (e.g., a ball) doll draw drawing drive drum enjoy favourite (US favorite) fishing fly football (US soccer) game guitar hobby jump kick kite listen music paint	painting party photo piano picture play read ride run scooter 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 video video game walk watch	What do you like/enjoy doing? I love swimming.  Can you throw/catch a ball? Yes, I can. / No, I can't.  Are you reading that book? Yes, it's a story about monsters.
<b>Time</b>	afternoon birthday clock day evening in	morning night today watch year	What a beautiful day!  I eat breakfast in the morning.  Adam's twelve today. It's his birthday.
<b>Toys</b>	alien ball balloon baseball basketball bike board game boat car doll football (US soccer) game	helicopter monster motorbike plane robot soccer (UK football) scooter teddy (bear) toy train truck video game	What toys do you like? I like cars /dolls/ robots.  I like your new video game! Thanks!  Have you got a scooter? Yes, it's my favourite toy.



TOPIC	VOCABULARY		EXAMPLE LANGUAGE
<b>Transport</b>	bike	plane	Look, there's a cool scooter!
	boat	ride	
	bus	run	Can you see the blue van?
	car	scooter	No, I can't.
	drive	ship	Really?
	fly	swim	
	go	train	Mum/Mom is washing her car.
	helicopter	truck	
<b>The world around us</b>	motorbike	van	I go on the bus / train to school.
	beach	shell	I can see a fish in the pond.
	park	street	
	pond	sun	There are lots of shells on the beach.
	sand	tree	
	sea	water	We've got five trees in our garden.

# Pre A1 Starters Digital Alphabetic vocabulary list

## Grammatical key

<b>adj</b>	adjective	<b>dis</b>	discourse marker	<b>pl</b>	plural	<b>v</b>	verb
<b>adv</b>	adverb	<b>excl</b>	exclamation	<b>poss</b>	possessive		
<b>conj</b>	conjunction	<b>int</b>	interrogative	<b>prep</b>	preposition		
<b>det</b>	determiner	<b>n</b>	noun	<b>s</b>	singular		

<b>A</b>	<b>a</b> <i>det</i> <b>a lot</b> <i>adv + pron</i> <b>a lot of</b> <i>det</i> <b>about</b> <i>prep</i> <b>Adam</b> <i>n</i> <b>add</b> <i>v</i>	<b>afternoon</b> <i>n</i> <b>again</b> <i>adv</i> <b>Alex</b> <i>n</i> <b>alien</b> <i>n</i> <b>alphabet</b> <i>n</i> <b>an</b> <i>det</i>	<b>and</b> <i>conj</i> <b>angry</b> <i>adj</i> <b>animal</b> <i>n</i> <b>answer</b> <i>n + v</i> <b>apartment (UK flat)</b> <i>n</i> <b>apple</b> <i>n</i>	<b>arm</b> <i>n</i> <b>armchair</b> <i>n</i> <b>ask</b> <i>v</i> <b>at</b> <i>prep of place</i>
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<b>B</b>	<b>baby</b> <i>n</i> <b>bag</b> <i>n</i> <b>ball</b> <i>n</i> <b>balloon</b> <i>n</i> <b>banana</b> <i>n</i> <b>baseball</b> <i>n</i> <b>basketball</b> <i>n</i> <b>bat (as sports equipment)</b> <i>n</i> <b>bath (US bathtub)</b> <i>n</i> <b>bathroom</b> <i>n</i> <b>bathtub (UK bath)</b> <i>n</i> <b>be</b> <i>v</i>	<b>beach</b> <i>n</i> <b>bean</b> <i>n</i> <b>bear</b> <i>n</i> <b>beautiful</b> <i>adj</i> <b>bed</b> <i>n</i> <b>bedroom</b> <i>n</i> <b>bee</b> <i>n</i> <b>behind</b> <i>prep</i> <b>Ben</b> <i>n</i> <b>between</b> <i>prep</i> <b>big</b> <i>adj</i> <b>bike</b> <i>n</i> <b>bird</b> <i>n</i>	<b>birthday</b> <i>n</i> <b>black</b> <i>adj</i> <b>blue</b> <i>adj</i> <b>board</b> <i>n</i> <b>board game</b> <i>n</i> <b>boat</b> <i>n</i> <b>body</b> <i>n</i> <b>book</b> <i>n</i> <b>bookcase</b> <i>n</i> <b>bookshop</b> <i>n</i> <b>boots</b> <i>n</i> <b>bounce</b> <i>v</i> <b>box</b> <i>n</i>	<b>boy</b> <i>n</i> <b>bread</b> <i>n</i> <b>breakfast</b> <i>n</i> <b>brother</b> <i>n</i> <b>brown</b> <i>adj</i> <b>burger</b> <i>n</i> <b>bus</b> <i>n</i> <b>but</b> <i>conj</i> <b>bug</b> <i>n</i> <b>bye!</b> <i>excl</i>
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<b>C</b>	<b>cake</b> <i>n</i> <b>camera</b> <i>n</i> <b>can</b> <i>v</i> <b>candy (UK sweet(s))</b> <i>n</i> <b>cap</b> <i>n</i> <b>car</b> <i>n</i> <b>carrot</b> <i>n</i> <b>cat</b> <i>n</i> <b>catch (e.g., a ball)</b> <i>v</i> <b>chair</b> <i>n</i> <b>cheese</b> <i>n</i>	<b>Chen</b> <i>n</i> <b>chicken</b> <i>n</i> <b>child/children</b> <i>n</i> <b>chips (US fries)</b> <i>n</i> <b>chocolate</b> <i>n</i> <b>choose</b> <i>v</i> <b>clap</b> <i>v</i> <b>class</b> <i>n</i> <b>classmate</b> <i>n</i> <b>classroom</b> <i>n</i> <b>clean</b> <i>adj+v</i>	<b>clock</b> <i>n</i> <b>close</b> <i>v</i> <b>closed</b> <i>adj</i> <b>clothes</b> <i>n</i> <b>coat</b> <i>n</i> <b>coconut</b> <i>n</i> <b>colour (US color)</b> <i>n + v</i> <b>come</b> <i>v</i> <b>complete</b> <i>v</i> <b>computer</b> <i>n</i> <b>cool</b> <i>adj + excl</i>	<b>correct</b> <i>adj</i> <b>couch (UK sofa)</b> <i>n</i> <b>count</b> <i>v</i> <b>cousin</b> <i>n</i> <b>cow</b> <i>n</i> <b>crayon</b> <i>n</i> <b>crocodile</b> <i>n</i> <b>cross</b> <i>n + v</i> <b>cry</b> <i>v</i> <b>cup</b> <i>n</i> <b>cupboard</b> <i>n</i>
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<b>D</b>	<b>Dad/dad</b> <i>n</i> <b>day</b> <i>n</i> <b>desk</b> <i>n</i> <b>Dev</b> <i>n</i> <b>Dilek</b> <i>n</i> <b>dining room</b> <i>n</i>	<b>dinner</b> <i>n</i> <b>dirty</b> <i>adj</i> <b>do</b> <i>v</i> <b>dog</b> <i>n</i> <b>doll</b> <i>n</i> <b>donkey</b> <i>n</i>	<b>don't worry!</b> <i>excl</i> <b>door</b> <i>n</i> <b>double</b> <i>adj</i> <b>draw</b> <i>v</i> <b>drawing</b> <i>n</i> <b>dress</b> <i>n</i>	<b>drink</b> <i>n + v</i> <b>drive</b> <i>v</i> <b>drum</b> <i>n</i> <b>duck</b> <i>n</i>
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<b>E</b>	<b>ear</b> <i>n</i> <b>eat</b> <i>v</i> <b>egg</b> <i>n</i>	<b>elephant</b> <i>n</i> <b>end</b> <i>n</i> <b>English</b> <i>adj + n</i>	<b>enjoy</b> <i>v</i> <b>eraser (UK rubber)</b> <i>n</i> <b>Eva</b> <i>n</i>	<b>evening</b> <i>n</i> <b>example</b> <i>n</i> <b>eye</b> <i>n</i>
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<b>F</b>	face <i>n</i> family <i>n</i> fantastic <i>adj + excl</i> father <i>n</i> favourite (US favorite) <i>adj</i> find <i>v</i> fish ( <i>s + pl</i> ) <i>n</i>	fishing <i>n</i> flat (US apartment) <i>n</i> floor <i>n</i> Flora <i>n</i> flower <i>n</i> fly <i>v</i> food <i>n</i>	foot/feet <i>n</i> football (US soccer) <i>n</i> for <i>prep</i> fox <i>n</i> friend <i>n</i> fries (UK chips) <i>n</i> frog <i>n</i>	from <i>prep</i> fruit <i>n</i> (uncountable) fun <i>adj + n</i> funny <i>adj</i>
<b>G</b>	game <i>n</i> garden (US yard) <i>n</i> get <i>v</i> giraffe <i>n</i> girl <i>n</i> give <i>v</i>	glasses <i>n</i> go <i>v</i> go to bed <i>v</i> go to sleep <i>v</i> goat <i>n</i> good <i>adj</i>	goodbye! <i>excl</i> Grace <i>n</i> grandfather <i>n</i> grandma <i>n</i> grandmother <i>n</i> grandpa <i>n</i>	grape <i>n</i> gray (UK grey) <i>adj</i> great <i>adj + excl</i> green <i>adj</i> grey (US gray) <i>adj</i> guitar <i>n</i>
<b>H</b>	hair <i>n</i> hall <i>n</i> Hana <i>n</i> hand <i>n</i> happy <i>adj</i> hat <i>n</i> have <i>v</i> have got <i>v</i>	he <i>pron</i> head <i>n</i> hello! <i>excl</i> helicopter <i>n</i> her <i>poss adj + pron</i> here <i>adv</i> hers <i>pron</i> hi! <i>excl</i>	him <i>pron</i> hippo <i>n</i> his <i>poss adj + pron</i> hit <i>v</i> hobby <i>n</i> hold <i>v</i> home <i>n + adv</i> hooray! <i>excl</i>	horse <i>n</i> house <i>n</i> how <i>int</i> how many <i>int</i> how old <i>int</i> Hugo <i>n</i>
<b>I</b>	I <i>pron</i> ice cream <i>n</i>	in <i>prep of place + time</i> in front of <i>prep</i>	it <i>pron</i> its <i>poss adj + pron</i>	Ivan <i>n</i>
<b>J</b>	jeans <i>n</i> Jess <i>n</i>	jug <i>n</i> juice <i>n</i>	jump <i>v</i>	
<b>K</b>	keyboard (computer) <i>n</i> kick <i>v</i>	kid <i>n</i> kitchen <i>n</i>	kite <i>n</i> kiwi <i>n</i>	know <i>v</i>
<b>L</b>	lamp <i>n</i> learn <i>v</i> leg <i>n</i> lemon <i>n</i> lemonade <i>n</i> Leo <i>n</i>	lesson <i>n</i> let's <i>v</i> letter (as in alphabet) <i>n</i> like <i>prep + v</i> listen <i>v</i> little <i>adj</i>	live <i>v</i> living room <i>n</i> lizard <i>n</i> long <i>adj</i> look <i>v</i> look at <i>v</i>	lots <i>adv + pron</i> lots of <i>det</i> love <i>v</i> Lucy <i>n</i> lunch <i>n</i>
<b>M</b>	make <i>v</i> man/men <i>n</i> mango <i>n</i> many <i>det</i> mat <i>n</i> me <i>pron</i> me too <i>dis</i> meat <i>n</i>	meatballs <i>n</i> milk <i>n</i> mine <i>pron</i> mirror <i>n</i> Miss <i>title</i> Mo <i>n</i> Mom, mom (UK Mum) <i>n</i> monkey <i>n</i>	monster <i>n</i> morning <i>n</i> mother <i>n</i> motorbike <i>n</i> mouse/mice <i>n</i> mouse (computer) <i>n</i> mouth <i>n</i> Mr <i>title</i>	Mrs <i>title</i> Mum/mum (US Mom/ mom) <i>n</i> music <i>n</i> my <i>poss adj</i>
<b>N</b>	name <i>n</i> new <i>adj</i> next to <i>prep</i>	nice <i>adj</i> Nick <i>n</i> night <i>n</i>	no <i>adv + det</i> Nora <i>n</i> nose <i>n</i>	not <i>adv</i> now <i>adv</i> number <i>n</i>
<b>O</b>	of <i>prep</i> oh <i>dis</i> oh dear! <i>excl</i> OK <i>adj + dis</i>	old <i>adj</i> Omar <i>n</i> on <i>prep of place</i> one <i>det + pron</i>	open <i>adj + v</i> or <i>conj</i> orange <i>adj + n</i> our <i>poss adj</i>	ours <i>pron</i>

<b>P</b>	<b>page</b> <i>n</i> <b>paint</b> <i>n + v</i> <b>painting</b> <i>n</i> <b>panda</b> <i>n</i> <b>pants (UK trousers)</b> <i>n</i> <b>paper</b> <i>adj + n</i> <b>pardon</b> <i>int</i> <b>park</b> <i>n</i> <b>part</b> <i>n</i>	<b>party</b> <i>n</i> <b>Pat</b> <i>n</i> <b>pea</b> <i>n</i> <b>pear</b> <i>n</i> <b>pen</b> <i>n</i> <b>pencil</b> <i>n</i> <b>person/people</b> <i>n</i> <b>pet</b> <i>n</i> <b>phone</b> <i>n + v</i>	<b>photo</b> <i>n</i> <b>piano</b> <i>n</i> <b>pick up</b> <i>v</i> <b>picture</b> <i>n</i> <b>pie</b> <i>n</i> <b>pink</b> <i>adj</i> <b>pizza</b> <i>n</i> <b>plane</b> <i>n</i> <b>play</b> <i>v</i>	<b>playground</b> <i>n</i> <b>please</b> <i>dis</i> <b>point</b> <i>v</i> <b>pond</b> <i>n</i> <b>poster</b> <i>n</i> <b>pot</b> <i>n</i> <b>potato</b> <i>n</i> <b>purple</b> <i>adj</i> <b>put</b> <i>v</i>
<b>Q</b>	<b>question</b> <i>n</i>			
<b>R</b>	<b>read</b> <i>v</i> <b>really</b> <i>adv + excl</i> <b>red</b> <i>adj</i> <b>rice</b> <i>n</i>	<b>ride</b> <i>v</i> <b>right</b> <i>dis</i> <b>right (as in correct)</b> <i>adj</i> <b>robot</b> <i>n</i>	<b>room</b> <i>n</i> <b>rubber (US eraser)</b> <i>n</i> <b>rug</b> <i>n</i> <b>ruler</b> <i>n</i>	<b>run</b> <i>v</i>
<b>S</b>	<b>sad</b> <i>adj</i> <b>salad</b> <i>n</i> <b>Sam</b> <i>n</i> <b>sand</b> <i>n</i> <b>say</b> <i>v</i> <b>scared</b> <i>adj</i> <b>scary</b> <i>adj</i> <b>school</b> <i>n</i> <b>scooter</b> <i>n</i> <b>sea</b> <i>n</i> <b>see</b> <i>v</i> <b>see you!</b> <i>excl</i> <b>sentence</b> <i>n</i> <b>she</b> <i>pron</i>	<b>sheep (s + pl)</b> <i>n</i> <b>shell</b> <i>n</i> <b>ship</b> <i>n</i> <b>shirt</b> <i>n</i> <b>shoe</b> <i>n</i> <b>shop (US store)</b> <i>n</i> <b>short</b> <i>adj</i> <b>shorts</b> <i>n</i> <b>show</b> <i>v</i> <b>silly</b> <i>adj</i> <b>sing</b> <i>v</i> <b>sister</b> <i>n</i> <b>sit</b> <i>v</i> <b>skateboard</b> <i>n</i>	<b>skateboarding</b> <i>n</i> <b>skirt</b> <i>n</i> <b>sleep</b> <i>v</i> <b>small</b> <i>adj</i> <b>smile</b> <i>n + v</i> <b>snake</b> <i>n</i> <b>so</b> <i>dis</i> <b>soccer (UK football)</b> <i>n</i> <b>sock</b> <i>n</i> <b>sofa (US couch)</b> <i>n</i> <b>some</b> <i>det</i> <b>song</b> <i>n</i> <b>sorry</b> <i>adj + int</i> <b>spell</b> <i>v</i>	<b>spider</b> <i>n</i> <b>sport</b> <i>n</i> <b>stand</b> <i>v</i> <b>start</b> <i>v</i> <b>stop</b> <i>v</i> <b>store (UK shop)</b> <i>n</i> <b>story</b> <i>n</i> <b>street</b> <i>n</i> <b>sun</b> <i>n</i> <b>sweet(s) (US candy)</b> <i>n</i> <b>swim</b> <i>v</i>
<b>T</b>	<b>table</b> <i>n</i> <b>table tennis</b> <i>n</i> <b>tablet</b> <i>n</i> <b>tail</b> <i>n</i> <b>take a photo/picture</b> <i>v</i> <b>talk</b> <i>v</i> <b>tap</b> <i>v</i> <b>teacher</b> <i>n</i> <b>teddy (bear)</b> <i>n</i> <b>television/TV</b> <i>n</i> <b>tell</b> <i>v</i>	<b>tennis</b> <i>n</i> <b>tennis racket</b> <i>n</i> <b>thank you</b> <i>dis</i> <b>thanks</b> <i>dis</i> <b>that</b> <i>det + pron</i> <b>the</b> <i>det</i> <b>their poss</b> <i>adj</i> <b>theirs</b> <i>pron</i> <b>them</b> <i>pron</i> <b>then</b> <i>dis</i> <b>there</b> <i>adv</i>	<b>these</b> <i>det + pron</i> <b>they</b> <i>pron</i> <b>thing</b> <i>n</i> <b>this</b> <i>det + pron</i> <b>those</b> <i>det + pron</i> <b>throw</b> <i>v</i> <b>tick</b> <i>n + v</i> <b>tiger</b> <i>n</i> <b>Tina</b> <i>n</i> <b>tired</b> <i>adj</i> <b>to</b> <i>prep</i>	<b>today</b> <i>adv + n</i> <b>tomato</b> <i>n</i> <b>too</b> <i>adv</i> <b>toy</b> <i>n</i> <b>train</b> <i>n</i> <b>tree</b> <i>n</i> <b>trousers (US pants)</b> <i>n</i> <b>truck</b> <i>n</i> <b>try</b> <i>n + v</i> <b>T-shirt</b> <i>n</i> <b>TV/television</b> <i>n</i>
<b>U</b>	<b>ugly</b> <i>adj</i>	<b>under</b> <i>prep</i>	<b>understand</b> <i>v</i>	<b>us</b> <i>pron</i>
<b>V</b>	<b>van</b> <i>n</i>	<b>very</b> <i>adv</i>	<b>video</b> <i>n + v</i>	<b>video game</b> <i>n</i>
<b>W</b>	<b>walk</b> <i>v</i> <b>wall</b> <i>n</i> <b>want</b> <i>v</i> <b>wash</b> <i>v</i> <b>watch</b> <i>n + v</i> <b>water</b> <i>n</i> <b>watermelon</b> <i>n</i>	<b>wave</b> <i>v</i> <b>we</b> <i>pron</i> <b>wear</b> <i>v</i> <b>well</b> <i>dis</i> <b>well done!</b> <i>excl</i> <b>Wendy</b> <i>n</i> <b>what</b> <i>int</i>	<b>where</b> <i>int</i> <b>which</b> <i>int</i> <b>white</b> <i>adj</i> <b>who</b> <i>int</i> <b>whose</b> <i>int</i> <b>window</b> <i>n</i> <b>with</b> <i>prep</i>	<b>woman/women</b> <i>n</i> <b>word</b> <i>n</i> <b>would like</b> <i>v</i> <b>wow!</b> <i>excl</i> <b>write</b> <i>v</i>
<b>X</b>	<b>(No words at this level)</b>			

<b>Y</b>	<b>yard</b> (UK garden) <i>n</i> <b>year</b> <i>n</i> <b>yellow</b> <i>adj</i>	<b>yes</b> <i>adv</i> <b>you</b> <i>pron</i> <b>young</b> <i>adj</i>	<b>your</b> <i>poss adj</i> <b>yours</b> <i>pron</i> <b>Yusef</b> <i>n</i>
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<b>Z</b>	<b>zebra</b> <i>n</i>	<b>zoo</b> <i>n</i>
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## Letters & numbers

Candidates will be expected to understand and write the letters of the alphabet and numbers 1-20/one-twenty.





# A1 Movers Digital Listening tasks

TASK	NUMBER OF QUESTIONS	NUMBER OF MARKS	TASK TYPES	WHAT DO CANDIDATES HAVE TO DO?
<b>1</b> Story scene	<b>5</b>	<b>5</b>	Multiple choice	Listen to and understand details in a story. Select correct pictures from a choice of 3 options.
<b>2</b> Note-taking	<b>5</b>	<b>5</b>	Note-taking	Listen for specific information in a dialogue and type words to complete a set of notes.
<b>3</b> Multiple matching	<b>5</b>	<b>5</b>	Multiple matching	Listen to an on-going dialogue and match the correct word to the correct image.
<b>4</b> Interactive dialogue	<b>4</b>	<b>4</b>	Multiple choice	Listen to questions/prompts and choose the appropriate response from a choice of 3 options.
<b>5</b> Picture editing	<b>6</b>	<b>6</b>	Multiple choice and writing	Listen to the descriptions and follow the instructions by dragging and dropping the correct object into the correct place in the picture (questions 1-4) and writing one word on the correct sign in the picture (questions 5-6).
<b>TOTAL</b>	<b>25</b>	<b>25</b>		

## Tips for preparing learners for the A1 Movers Digital Listening component

- ✓ It is important to make sure that learners can understand the spoken and written forms of all the words on the Pre A1 Starters Digital and A1 Movers Digital wordlists. When preparing tasks, test writers keep strictly to the vocabulary and grammatical structures so that learners 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 learners' experiences of the world, such as animals, food, toys, home, school, children's leisure activities and health.
- ✓ Familiarise learners 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 learners to look carefully at the pictures in the test and to think about what they can see in each picture.
- ✓ Ensure learners have practised and understood how the online sample test works. For example, make sure that learners know that the first play of the audio starts automatically. For some tasks, learners will hear each recording twice, so demonstrate that they need to click on the 'Play' button when they are ready to hear the same audio again. Show them on the sample test how to click 'OK' when they are ready to move to the next question.

## Advice by task

## Task 1: Story scene



## THE TASK

- ▶ In this task, learners hear a short story. Before the audio for each question starts, learners briefly see a main picture which sets the context for the audio that follows. As learners continue through the test, other images are added into the scene.



- ▶ For each part of the story, learners see three smaller pictures and a question about the story. Learners need to choose the picture that relates correctly to what they hear. For example, for this task learners will hear: *This is a story about Yasmin and her older brother, Jack. From their home, Yasmin and Jack can see this little island. They like having picnics there. They often sail to the island at the weekend. What colour are the sails on their boat? They look grey. Oh. They're white too. They aren't red like the part of the boat they sit in!* (the correct answer is the third picture).
- ▶ Learners select a picture by clicking on it. The maximum number of times that learners can hear the audio is twice. The picture they choose is then added automatically to the main scene picture.

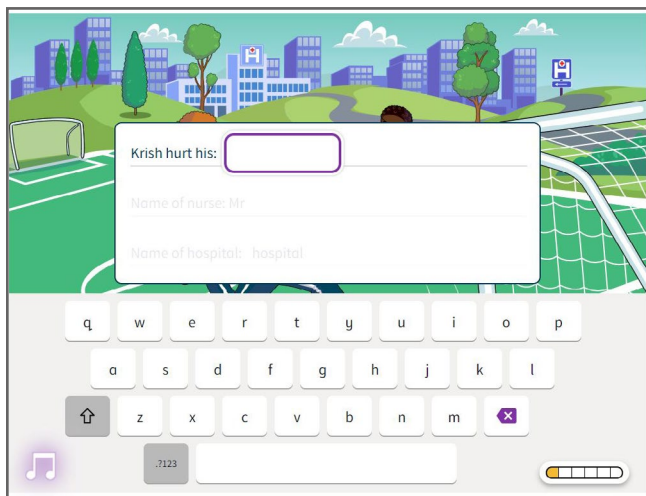
## ASSESSMENT

- ▶ This task is testing a learner's ability **to listen and understand specific information in a story, by answering a question that relates to a choice of three pictures.**

## HOW TO HELP YOUR LEARNERS

- ▶ Give your learners lots of opportunities to listen to short simple stories at A1 level that also have pictures to help with understanding. As you read the story, ask questions about what is happening. You could use pictures from simple stories written in the learner's first language, but ask the questions about the story in English as much as possible. The pictures will support the learners in understanding the story.
- ▶ Ask learners to look at pictures from the story and ask them to either label or say key content words at A1 level, e.g., *sail, parrot, whale, pizza, sunny, swimming.*
- ▶ Learners need to be able to understand negatives in spoken English, in both present and past tenses. For example, *Dad didn't make any pizza yesterday.* You could provide a practice activity with the class divided into two teams. You could put a set of flashcards at the front of the room and a large tick and cross on either side of the board. Say a sentence, e.g. *There aren't any helmets.* A learner from Team 1 collects the correct flashcard and sticks it under the cross or the tick depending on the sentence. Then you give another sentence, e.g., *They went to the sports centre,* and a learner from the other team then takes their turn to correctly place the flashcard under the tick or cross on the board. The game can be made more dynamic and fun by limiting the amount of time learners have to respond.

## Task 2: Note-taking



Krish hurt his:

Name of nurse: Mr

Name of hospital: hospital

q w e r t y u i o p  
a s d f g h j k l  
↑ z x c v b n m ✕  
🎵 .123 🔊

### THE TASK

- ▶ In this task, learners hear a conversation between two people. There are questions and answers in the conversation. These might include the spelling of one or two names and other details such as a place, a day, a mode of transport. Learners type the correct answers onto the form by using the onscreen keyboard or a separate keyboard.
- ▶ The first play of the audio starts automatically. Learners type their answer then click on the play button when they are ready to hear the same audio a second time. Learners can only hear each part of the audio twice.

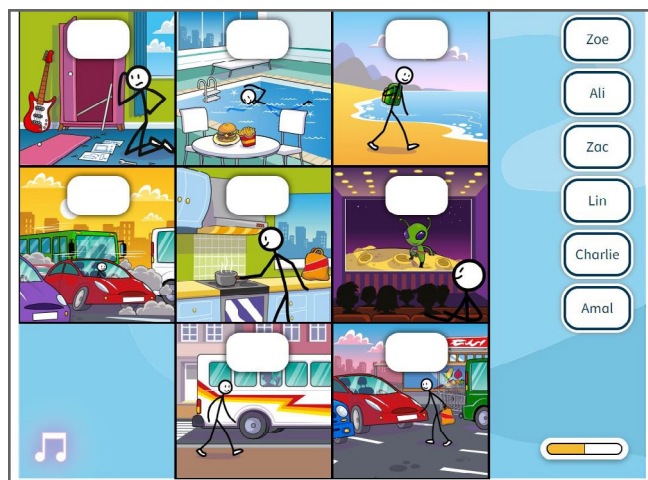
### ASSESSMENT

- ▶ This task is testing a learner's ability **to understand and spell** names and other simple words relating to basic information heard in a conversation.

### HOW TO HELP YOUR LEARNERS

- ▶ Give learners lots of practice at spelling and understanding how letters in English are pronounced. They should also be given lots of opportunities to write down words which are spelled out to them. Lots of classroom games can be played to practise letters and spellings (e.g., Bingo or I-Spy).
- ▶ Note: the names that learners have to type in this task may or may not appear on the A1 Movers Digital wordlist, for example, someone might be called 'Amy', but these names will be clearly spelled out. It is important that learners practise hearing and writing letters to spell out simple names which they may not know.
- ▶ Make sure learners understand the difference between uppercase and lowercase letters and that names always start with an uppercase letter.
- ▶ Use activities to practise listening to the differences between letters in English and your learners' first language, for example, g and j, i and e, a and e etc.

### Task 3: Multiple matching



#### THE TASK

- ▶ In this task, learners listen to a continuous dialogue, select the correct word from a list on the right of the screen and drag it onto the correct picture. There are 6 words (the answer to the example and the 5 questions) and 8 pictures. Two of the pictures will not be correct answers.

#### ASSESSMENT

- ▶ This task is testing a learner's ability **to understand spoken descriptions about people, places, activities and things.**

#### HOW TO HELP YOUR LEARNERS

- ▶ Give learners plenty of opportunities to practise listening to descriptions of people, places and activities. Learners could work in pairs or groups and give information about a list of named people, for example, '*They are good at basketball.*' '*They live near a park.*' Learners then guess which person they are describing.
- ▶ Make sure learners are familiar with the words on the A1 Movers Digital word list. To practise using vocabulary, you could find pictures of people in different places or doing different activities that match the words for this level, for example, a girl playing badminton, an adult in a swimming pool. Learners take turns to describe a picture to their partner, who then identifies which picture they are talking about.

## Task 4: Interactive dialogue



### THE TASK

- ▶ Learners hear three short exchanges in each question of this task; an input (a statement or question) and its three possible responses. Learners choose the response that relates correctly to the input. Two of the responses will be functionally incorrect. For example, if the input is *Who drove you here?* The correct response will name a person, not say where a person was or name a day of the week.
- ▶ Learners hear the input with the first response and then again with the two others. Learners click on the input + response they think is correct (which will then be heard again) and then click 'OK' to submit their answer. For this task there is **no limit to the number of times they can listen to the options**.
- ▶ For example:  
A: *'This is our new apartment! Come in!'*  
*'Hi! It looks great!'* (correct)    *'I told you!'* (incorrect)  
*'Excuse me.'* (incorrect)

### ASSESSMENT

- ▶ This task is testing a learner's ability **to choose the appropriate phrases in English in response to a question or statement**.

### HOW TO HELP YOUR LEARNERS

- ▶ Note that this task is NOT testing grammar but function, as explained above, so learners need to make sure the input and chosen response make sense.
- ▶ Make sure learners understand the short phrases on the A1 Movers Digital word list (for example: *All right! Come on! No problem!*), and how and when to use them appropriately.
- ▶ Make sure learners get lots of practice in answering open and closed questions (in different ways as well as using Yes or No) and responding to statements. Learners could role play different situations, such as arriving at a party, and take turns practising appropriate replies to different questions or suggestions, instructions etc., that you give them.
- ▶ You could ask learners in pairs to think of different ways to answer the same question, for example,  
A: *'Would you like to play a game?'*  
B: *'Yes, please!'* / *'Sorry, not today.'* / *'No, let's watch TV.'*  
The pair with the highest number of correct options wins.



## Task 5: Picture editing



## THE TASK

- In this task, learners see a large picture. For questions 1-4, they have to listen and put the correct object (shown as a choice of three pictures) into a particular place in the picture. They do this by dragging and dropping the picture onto their chosen place. For example, they might hear:

A: 'Wow! Is this the video game that you're making, Mum? The one for the internet?'

B: 'Yes, It's more difficult than the last game. Would you like to help?'

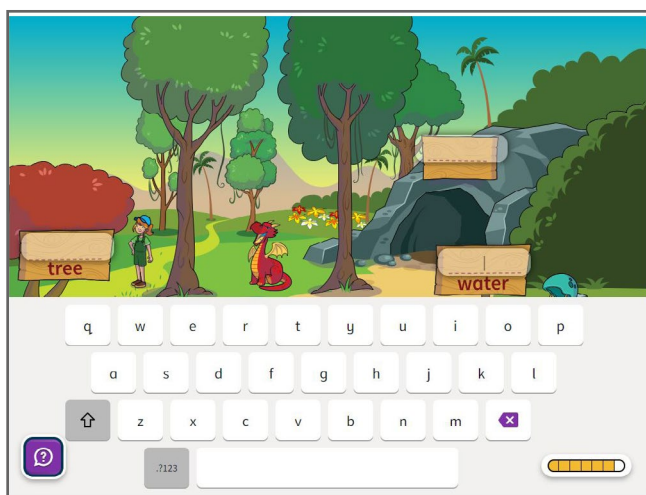
A: 'Yes, please. What must we do?'

B: 'Well, we have to add something to this first picture. Can you put the girl in the shorts there?'

A: 'Where? There? By the red tree?'

B: 'Yes, that's right.'

- For questions 5-6, learners write one word in the correct place in the picture (from a choice of three places). They can write the word by using the onscreen keyboard or a separate keyboard. Very minor misspellings will not be penalised for these two questions.



## ASSESSMENT

- This task is testing a learner's ability **to understand descriptions of objects or activities, instructions about place** (i.e., prepositional phrases) and **to understand and write simple words in English**.

## HOW TO HELP YOUR LEARNERS

- Make sure learners are as familiar as possible with the prepositions in the Pre A1 Starters and A1 Movers Digital wordlists.
- Give learners instructions to put different objects in different positions, using the classroom or a picture as a scenario.
- Give learners practice at asking and answering questions about where something is in pictures, or in the classroom or playground, using different prepositions of place.
- Create a game where learners complete a picture by asking their partner or you questions about where something should go in the picture.
- Put different toys or objects around the classroom (e.g., a ball, a bowl, a map etc). The learners have to correctly describe where the item is (e.g., 'The sandwich is on the teacher's chair').





# A1 Movers Digital Reading and Writing tasks

TASK	NUMBER OF QUESTIONS	NUMBER OF MARKS	TASK TYPES	WHAT DO CANDIDATES HAVE TO DO?
<b>1</b> Information posters	<b>5</b>	<b>5</b>	Multiple choice (image and text)	Read a short phrase on a poster and choose the correct picture from a choice of 3 options to add to it (questions 1-2). Look at a visual on a poster and choose from a choice of three short phrases to add to it (questions 3-5).
<b>2</b> Online messages	<b>5</b>	<b>5</b>	Multiple choice (image and text) and written response to complete text message interaction	Read a text message exchange and choose the correct image (questions 1-2) or phrase (question 3) from a choice of 3 options. Respond to a question by choosing an image from a choice of three and writing a short sentence or phrase about it (questions 4-5).
<b>3</b> Spelling with definitions	<b>5</b>	<b>5</b>	Gapped words within sentences and matching words to definitions	Complete the definition sentences with the key word by typing the missing letters (questions 1-3). Match the correct word to the correct definition (questions 4-5).
<b>4</b> Information text	<b>5</b>	<b>5</b>	Multiple choice cloze	Read sentences on a factual topic and choose the correct word from a choice of three to complete the gap in each sentence.
<b>5</b> Gap-fill story	<b>7</b>	<b>7</b>	Sentence completion based on a story	Read a short story and choose the correct word to complete the gap in the sentences (questions 1-6). Choose the best title for the story based on a choice of three options (question 7).
<b>6</b> Comic book story	<b>8</b>	<b>10</b>	Productive writing	Read a short comic style story and write one-, two- or three-word answers (complete the sentences, provide written answers to questions and write sentences).
<b>TOTAL</b>	<b>35</b>	<b>37</b>		

## Tips for preparing learners for the A1 Movers Digital Reading and Writing component

- ✓ Reading and Writing tasks are supported by pictures to make them more fun and accessible. When preparing learners for the test, teachers should use every opportunity to also use pictures in their classroom activities, for example, matching objects, places, activities to pictures and also sentences to pictures. Teachers could even read texts that describe scenes (or ask learners to read them) and then get learners to draw the scenes.
- ✓ As some tasks in this test are based on simple stories, give learners as much opportunity as possible to read and enjoy stories at this level.
- ✓ Test writers keep to the Pre A1 Starters Digital and A1 Movers Digital word and structure lists when preparing tasks. Make sure learners study the vocabulary, grammar and structures in the Pre A1 Starters and A1 Movers syllabuses.
- ✓ Teachers could display more difficult words with supportive pictures on classroom walls to help learners become more familiar with them.
- ✓ Practise using vocabulary in fun ways by using language puzzles and simple word games.
- ✓ Learners only need to write the number of words as instructed in each task. If they write more words, there might not be enough space on the screen and also learners risk making mistakes which could possibly mean they lose marks.
- ✓ Learners should be given plenty of practice relating to correct spellings. Some letter patterns are difficult in English (*ur, ck, ir, ou, ar*). Make sure learners can use these accurately, for example in words like *nurse, ticket, circus, loud, shark*.
- ✓ Give learners plenty of practice in using a keyboard to type simple words, phrases and sentences in English, using the space bar and with correct spelling and punctuation.
- ✓ Learners might not have had much practice at managing their time in tests, so when doing classroom tasks or activities, you could give them time limits to complete them. This kind of practice should also help learners improve their concentration.

## Advice by task

## Task 1: Information posters



## THE TASK

- ▶ In this task, learners see a background scene with an inserted poster. In questions 1 and 2, learners choose the picture (from a choice of three) that correctly relates to the poster text.
- ▶ In questions 3 to 5 they choose the phrase (from a choice of three) that correctly relates to the poster. Only one of the pictures or phrases will relate to the poster correctly. Learners drag and drop their choice of answer onto the poster. They can change their answer by dragging a different option into the same place on the poster.



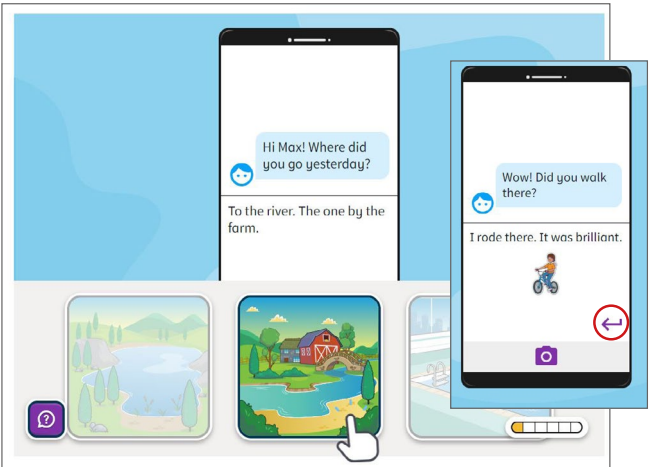
## ASSESSMENT

- ▶ This task is testing a learner's ability to **understand short signs and notices in English**.

## HOW TO HELP YOUR LEARNERS

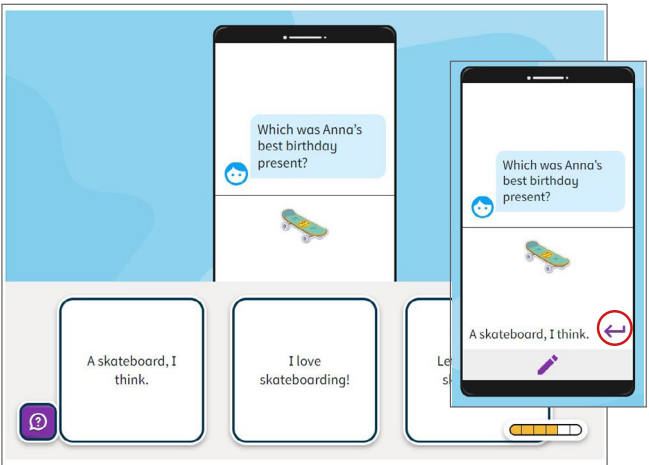
- ▶ Give learners lots of practice at recognising different kinds of short texts (signs, phrases) they might see in the world around them.
- ▶ Give learners opportunities to use short phrases (such as *This is my ...* / *To the ...* / *What a great ...* / *We love ...* / *Here's our ...* / *Let's play ...* ) that introduce a visual, by designing posters.
- ▶ Show learners different pictures of places (e.g., classroom, shopping centre, swimming pool) and ask them to create signs that they might see there. You could create a game by showing learners the signs and asking learners to guess where they might see them, for example, *Please don't park here!* *No fishing!* *Cross here!* *Puppies and kittens!*

## Task 2: Online messages



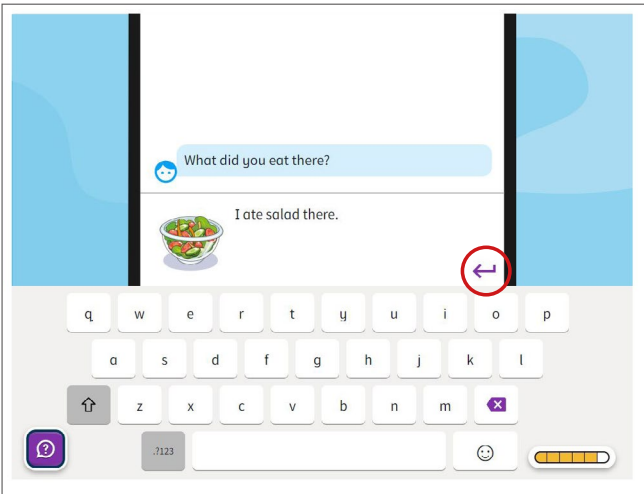
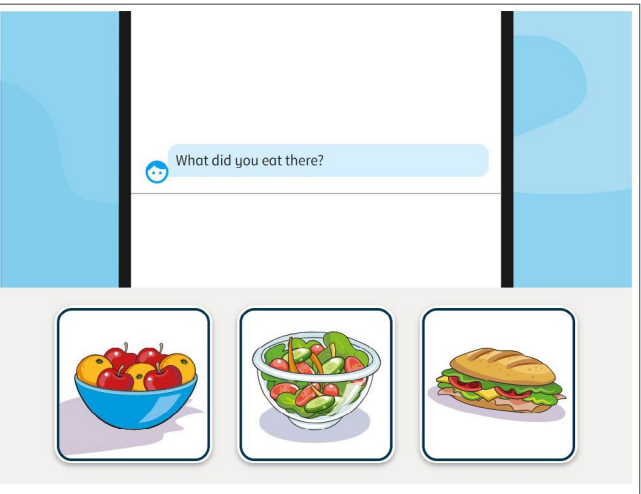
### THE TASK

- ▶ In this task, learners read a text message exchange between friends or family members on a phone. For questions 1 and 2, learners read the exchange and choose the picture (from a choice of three) that correctly relates to the conversation. They add their picture by clicking on the camera icon and submit their answer by clicking on the return arrow. Pictures might be photos, cartoons, stickers, or emojis.



- ▶ In question 3, learners see a picture and choose the correct reply text (from a choice of three) that relates to the picture. They add the reply text by clicking on the pencil icon and submit their answer by clicking on the return arrow.

- ▶ In questions 4 and 5, learners read a question and choose one of the pictures (from a choice of three), then write one sentence about that picture. They add their chosen picture by clicking on it. They write their reply sentence by using the onscreen or separate keyboard and submit their answer by clicking on the return arrow.



## Task 2 (continued): Online messages

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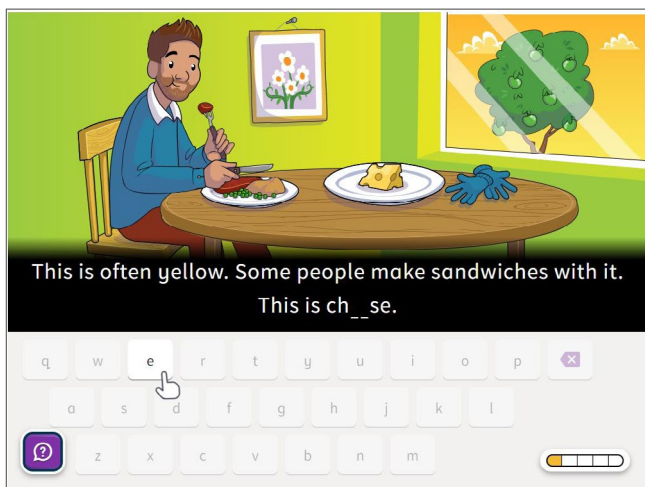
### ASSESSMENT

- ▶ This task is testing a learner's ability **to understand and choose or write simple responses** in the context of online messages.

### HOW TO HELP YOUR LEARNERS

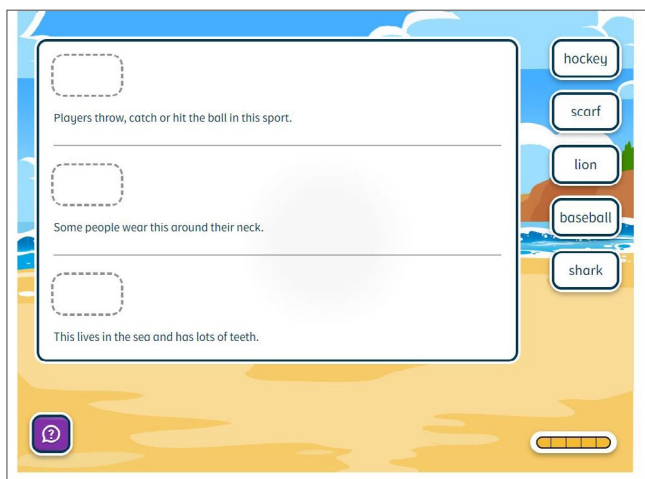
- ▶ Note that for the writing questions (4-5), learners are expected to write about the picture they choose, and not another picture or topic. The vocabulary they need to complete this task will be on the Pre A1 Starters Digital and A1 Movers Digital word lists. Minor misspellings will not be penalised for these two questions if the meaning is clear.
- ▶ Make sure learners *answer the question* in their reply and pay attention to what kinds of words they need to use (e.g., verbs, adjectives etc.). Give learners lots of practice in writing about different pictures (include typing practice if possible).
- ▶ Give learners opportunities to practise reading and responding to short messages in English. You could write a few short open questions on the board and then ask learners to think of short replies (e.g., *What did you do at the weekend?* Ask learners what verbs and activities they could reply with).
- ▶ Make sure learners are familiar with common emojis. For example, you could bring photocopies of emojis or emoticons to give learners in pairs. Ask them to write a word or phrase for each emoji. For example, a smiley face could be *happy* or *I'm great*.
- ▶ Write an open question on the board. For example *'Where are you now?' / 'What are you eating?' / 'Where do you live?'* Provide pictures to go with possible answers (they can be imaginative and funny). Elicit the vocabulary from the pictures and learners work in pairs to practise asking and answering questions, for example, *'Where are you now?' 'I'm on the moon!'*

### Task 3: Spelling with definitions



#### THE TASK

- ▶ In this task, learners first complete words and then find the correct definitions for the given words. For questions 1 to 3, learners read a definition of a word (from both the Pre A1 Starters Digital and A1 Movers Digital word lists). They are given some of the letters of the word and must add the correct missing letters to complete it. Learners will see a picture to show the context with the key words represented in it.



- ▶ For questions 4-5, learners see three definitions on one side of the screen (this includes the example definition) and five words on the right side. They need to match the correct word to the correct definition. There are two extra words that they do not need. Learners drag the words to the definitions.

#### ASSESSMENT

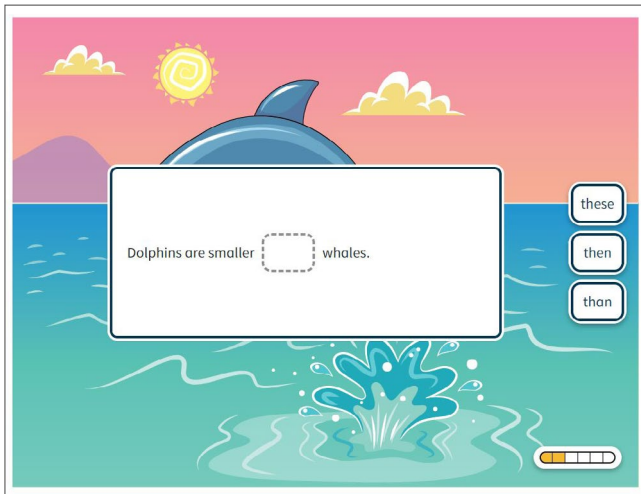
- ▶ This task is testing a learner's ability **to spell words from the word list and write and understand simple definitions.**

#### HOW TO HELP YOUR LEARNERS

- ▶ Give learners regular opportunities to spell and write A1 Movers Digital words correctly. With learners, check the spelling patterns of words which are spelled in a similar way (e.g. *shark* and *scarf*, *flower* and *shower*), or sound similar (*pirate* and *parrot*) or have double letters (*moon*, *pretty*, *puppy*).
- ▶ Use spelling games. You can put a gapped word or definition sentence on the board and ask the learners to guess the missing word or letters.
- ▶ Ask learners to write and illustrate fun and silly sentences using lots of words which feature similar spellings/sounds, e.g., *sh: she's a shark and she likes shopping for shoes!*
- ▶ Ask learners to play a game in pairs where they describe something (from either the Pre A1 Starters or the A1 Movers Digital word lists) and their partner must guess the word. This can be timed or made competitive to increase the fun and learners' motivation.



## Task 4: Information text



### THE TASK

- ▶ In this task, learners read a short text on a factual topic and complete the gaps in the sentences. They see one sentence at a time, and choose the correct word (from a choice of three). Learners drag the word into the gap to complete the sentence.

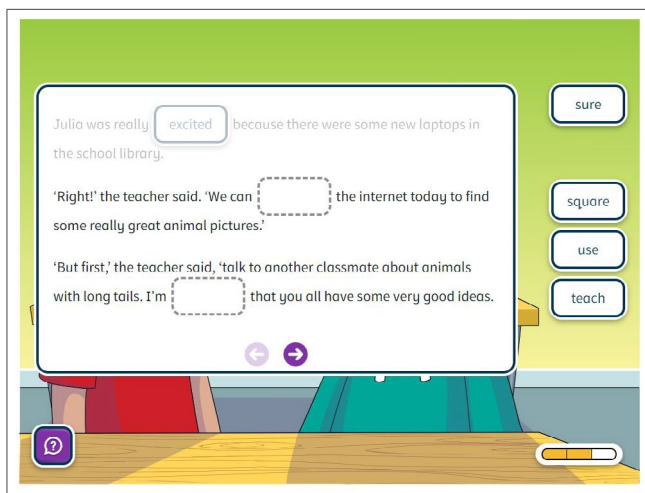
### ASSESSMENT

- ▶ This task tests a learner's ability **to use grammatical and vocabulary knowledge to complete accurate sentences.**

### HOW TO HELP YOUR LEARNERS

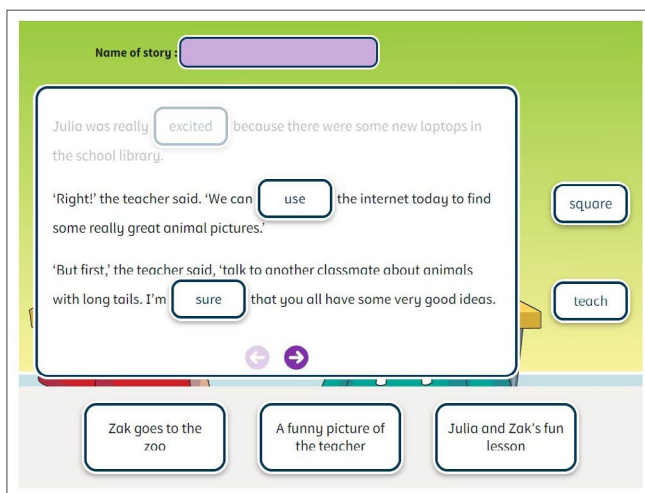
- ▶ Give learners opportunities to read simple factual texts about, for example, animals, places or sports. Make sure learners are given plenty of practice at understanding sentence structure and how to use different parts of speech, for example, verbs, adverbs, conjunctions, adjectives, singular and plural, agreement between subject and verbs etc.
- ▶ Ask learners to research a favourite animal, way to travel, hobby etc. Ask them to write a few sentences about it, then remove, for example, all the adjectives, and encourage learners to suggest any adjective that can go in each gap.
- ▶ Write some gapped sentences on the board. Ask learners to guess what kind of word is missing, for example, *People only have one stomach [---] dolphins have two!* *Is the missing word a verb? An adjective? Something else?* Accept any possible answers.

## Task 5: Gap-fill story



### THE TASK

- ▶ In this task, learners read a short story with missing words. Learners see part of the story with gaps in the text and a set of words for each page in this task. Learners choose their answer by dragging the correct word to the correct gap. They can move back and forward to each page of the task by using the arrows at the bottom of the screen. Learners submit their final answers on the final page of the task by clicking 'OK'.



- ▶ The final question in this task is a three-option multiple-choice question, in which the learner is asked to choose the best title for the story.

### ASSESSMENT

- ▶ This task tests a learner's ability **to understand information in simple stories and to complete simple sentences correctly.**

### HOW TO HELP YOUR LEARNERS

- ▶ Give learners the opportunity to read and listen to lots of short stories in English.
- ▶ When reading together, check understanding by asking questions about the story.
- ▶ Provide learners with some pictures from a story, and some key words related to the pictures (you can give them more or less support depending on their needs). Ask learners to create a simple story, using the given words and pictures. Encourage their creativity and interest in the stories.
- ▶ Groups or pairs can write correct and incorrect titles for stories they write and ask their classmates to choose the correct one.



# Task 6: Comic book story

When the family got out of the car, it started to rain. It was cold too. They were surprised because there was a very noisy tractor and a truck in the yard.

Oh no! It's noisier here than in our apartment today!

And I can't work outside in the rain.

Lily saw a truck and a  outside her grandparents' house.

q w e r t y u i o p  
a s d f g h j k l  
z x c v b n m

What is Lily's dad doing? He's making some .

q w e r t y u i o p  
a s d f g h j k l  
z x c v b n m

- In questions 7 and 8, learners are given a choice of three pictures that relate to parts of the comic book story. They choose one picture and then write one sentence about it. They should try to write a whole sentence which describes what they see in the picture.

☐ ☐ ☐

## THE TASK

- In this task, learners see four pictures which tell a short story in a comic book style. The task is in three parts.
- For questions 1 to 4, the story from the comic is told in sentences with gaps. The learner must write one, two or three words to complete the gap so that it makes sense according to the story. The missing word(s) can be found in the comic book story text.
- In questions 5 and 6 the learner must answer a question about something that is clearly shown in the picture.

q w e r t y u i o p  
a s d f g h j k l  
z x c v b n m

OK

## Task 6 (continued): Comic book story

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### ASSESSMENT

- ▶ This task tests reading comprehension and writing. It tests a learner's **ability to understand a simple story and their productive writing skills**.

### HOW TO HELP YOUR LEARNERS

- ▶ Give learners practice in reading comic book stories and letting them try to draw and write their own simple stories.
- ▶ Practice in reading for gist is useful, as are tasks aimed at understanding whole texts, for example, selecting titles for paragraphs or complete stories.
- ▶ When reading together in class, check learners' understanding by asking questions about the story or the pictures. You could ask learners to write down one or two word answers to your questions.
- ▶ After you have read a story together as a class, show the learners some pictures from the story and ask them to write a few words about each picture. E.g., 'Red bus!' 'The boy is on the tractor'. Try to encourage learners to write complete sentences or as much as they can.

## A1 Movers Digital Task 6 Comic book story sample answers with marks and commentaries

QUESTION	SCORE
1-4	<ul style="list-style-type: none"> <li>Learners can score a maximum of 1 mark for each of questions 1-4.</li> <li>1 mark is awarded for an accurate response to the question based on the text. Answers must be spelled correctly.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>Learners can score a maximum of 1 mark for each of questions 5-6.</li> <li>1 mark is awarded for an accurate response to the question based on the picture. Reasonable interpretation of the picture and very minor misspelling for difficult words is allowed.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>Learners can score a maximum of 2 marks for each of questions 7-8.</li> <li>1 mark is awarded for accurate syntax and another for describing the picture.</li> <li>Learners should write a different sentence for each question.</li> </ul>

In questions 1 to 4, learners need to spell the answers correctly. The correct spellings and answers are always shown in the text.

For questions 5 to 8, minor spelling mistakes might not lose marks if words are still understandable. These questions will be about something learners can see in the pictures.

For questions 7 and 8, learners should write about what they see in the picture, and not another picture or topic. Learners will not lose marks for minor spelling mistakes, but they must write about the chosen picture. Give learners practice in writing sentences about specific pictures and encourage them to use a complete sentence.

### Question 7-8 Sample answers

Choose a picture. Write ONE sentence about the picture.



*bird*

#### Marks and comments – 0 marks

The response scores zero since the learner has provided a minimal response which is not a good attempt at a sentence. Learners should be encouraged to write a sentence, even if it is a short one.

*Look is it a bird*

#### Marks and comments – 1 mark

The response scores one mark because it represents an element of the picture. It doesn't score any marks for syntax – the task is asking learners to write one sentence about the picture, and so a question form is inappropriate for this task. Ensure your learners understand they should write a sentence to describe what they see, not create dialogue or speech bubbles and not describe anything else in another picture.

*oh, there are a bird on the tree / the grandma see a blue bird / grandma is pointing something*

#### Marks and comments – 2 marks

All of these responses score the full two marks. They represent the picture (or an element of the picture) accurately and are syntactically appropriate for the task. Minor grammatical mistakes (e.g., subject-verb agreement, missing preposition) or minor spelling mistakes are not penalised in questions 7 and 8 of this task.

**Choose a picture. Write ONE sentence about the picture.**

*There wasn't any cloud on a sky*

#### Marks and comments – 1 mark

The response scores one mark for syntax. Despite minor grammatical errors (verb agreement, preposition choice), this is a good attempt at a full sentence. However, it doesn't score any marks for representing an element in the picture because the learner is not describing what they can see in the picture. It is important that learners understand that they should write about what they can see.

**Choose a picture. Write ONE sentence about the picture.**



*a family boas*

#### Marks and comments – 0 marks

The response scores zero marks because it doesn't accurately represent an element of the picture. Syntactically, this is not an attempt at a sentence. It is possible the learner has made a typing error while typing the response, so learners should be reminded to type carefully and check their responses. Minor spelling errors will not be penalised in this task, but the word *boas* is incomprehensible.

*the cows family*

#### Marks and comments – 1 mark

The response scores one because it represents what is seen in the picture, but it isn't an attempt at a full sentence.

*the cows are eating grass / cows eat grass / this is a cow family / there is a baby cow there*

#### Marks and comments – 2 marks

All of these responses score two marks for representing the picture (or an element of the picture) accurately, and for being syntactically appropriate for the task.



# Marking Keys

## A1 Movers Digital Listening Sample test

Task 1: Story scene	
Example:	C
1	B
2	A
3	C
4	B
5	A

Task 2: Note-taking	
Example:	arm
1	Kumar
2	City
3	car
4	burger(s) / hamburger(s)
5	Monday(s)

Task 3: Multiple matching	
Example:	Ali
1	Zac
2	Lin
3	Amal
4	Charlie
5	Zoe

Task 4: Interactive dialogue	
Example:	A
1	C
2	A
3	B
4	C

Task 5:  
Picture editing

Q3 tree

Example

Q1

Q2

Q4

Q5 cold water

Q6 open

## A1 Movers Digital Reading and Writing sample test

Task 1: Information posters		Task 2: Online messages		Task 3: Spelling with definitions	
Example:	A	Example:	A	Example 1:	ee
1	B	1	C	1	ate
2	C	2	B	2	oa
3	A	3	A	3	oud
4	B	4	Picture	2	baseball
5	B		Key words	4	scarf
				5	shark
		4	A		
			B		
			C		
		5	A		
			B		
			C		

Task 4: Information text		Task 5: Gap-fill story		Task 6: Comic book story	
Example:	most	Example:	excited	Example:	every weekend
1	than	1	use	1	beautiful
2	of	2	sure	2	cows
3	but	3	afraid	3	tractor
4	learning	4	jumping	4	work
5	see	5	difficult	5	pancakes/eggs/lunch/food/dinner
		6	laughed	6	coats/jackets
		7	Julia and Zak's fun lesson		

Task 6 continued: Comic book story					
	Picture	Possible answers include:		Picture	Possible answers include:
7	A	Grandma is driving a yellow tractor. The woman is pointing. There is a big, yellow tractor. The woman has grey hair and glasses.	8	A	Lily is feeding a sheep. The girl is giving the sheep food. The girl is wearing yellow glasses. The sheep is looking at the food.
	B	The sky is blue. There is one cloud in the sky. The weather is sunny.		B	There are three cows. The family of cows are eating The cows are eating grass. The cows are in the field.
	C	Grandma is pointing to a bird. There is a blue bird in the tree. The woman has grey hair and glasses.		C	There is a big tree. There is a grey house behind the tree. The house is by the hill.

# A1 Movers Digital Speaking tasks

About 5–7 minutes

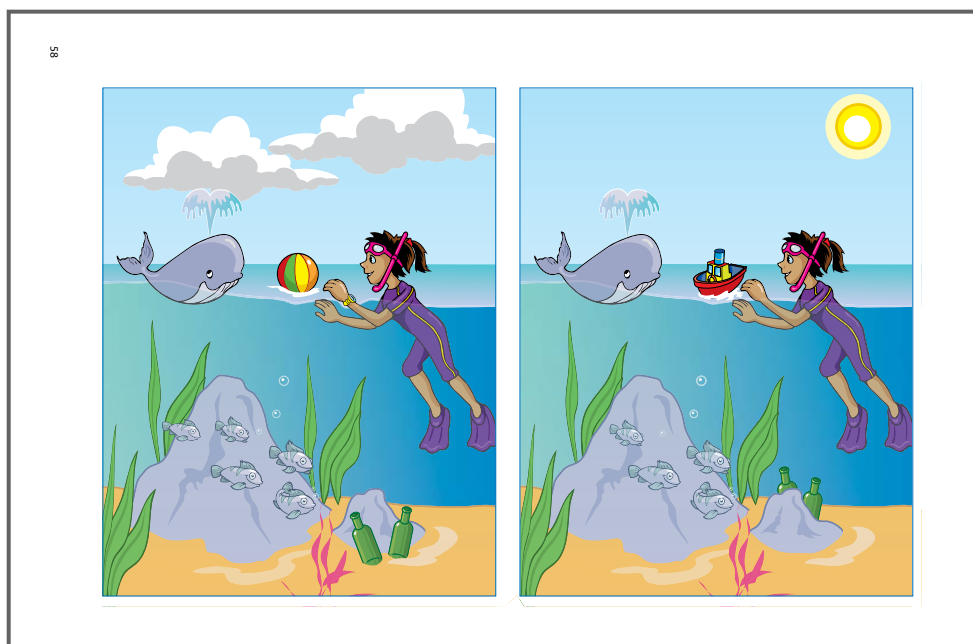
TASK	INTERACTION	TASK TYPES	WHAT DO CANDIDATES HAVE TO DO?
1	Interlocutor–candidate	Two similar pictures	Identify four differences between pictures.
2	Interlocutor–candidate	Picture sequence	Describe each picture in turn.
3	Interlocutor–candidate	Picture sets	Identify the odd one out and give a reason.
4	Interlocutor–candidate	Open-ended questions about candidate	Answer personal questions.

## Tips for preparing learners for the Speaking component

- ✓ One way of making the component as stress free as possible is that the learner is first met by an usher who explains the format of the component in the learner's first language before taking him or her into the test room to meet the examiner.
- ✓ The standard format for the Speaking component is one learner and one examiner.
- ✓ The pictures and questions used in the component are all based on the vocabulary and structures in the Pre A1 Starters Digital and A1 Movers Digital lists. This means that learners who have been taught using the lists will be familiar with all the language they need to do well.
- ✓ The format of the component always follows the same pattern so that learners who are well prepared will not receive any surprises.
- ✓ Use English to give everyday classroom instructions so that learners become very familiar with instructions like *Look at ...* , *Tell ...* , *Give ...* , *Put ...* , *Find ...*
- ✓ Learners 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.

## Advice by task

### Speaking Part 1



#### 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.

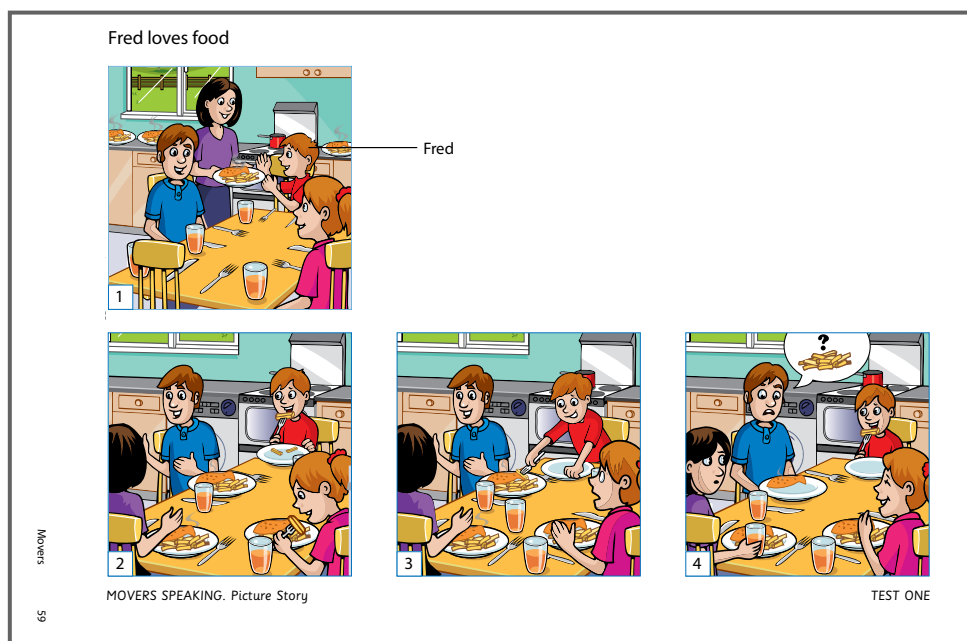
#### ASSESSMENT

- ▶ This part tests **describing pictures**.

#### HOW TO HELP YOUR LEARNERS

- ▶ For Part 1, learners 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.*

## Speaking Part 2



## 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 learner 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.

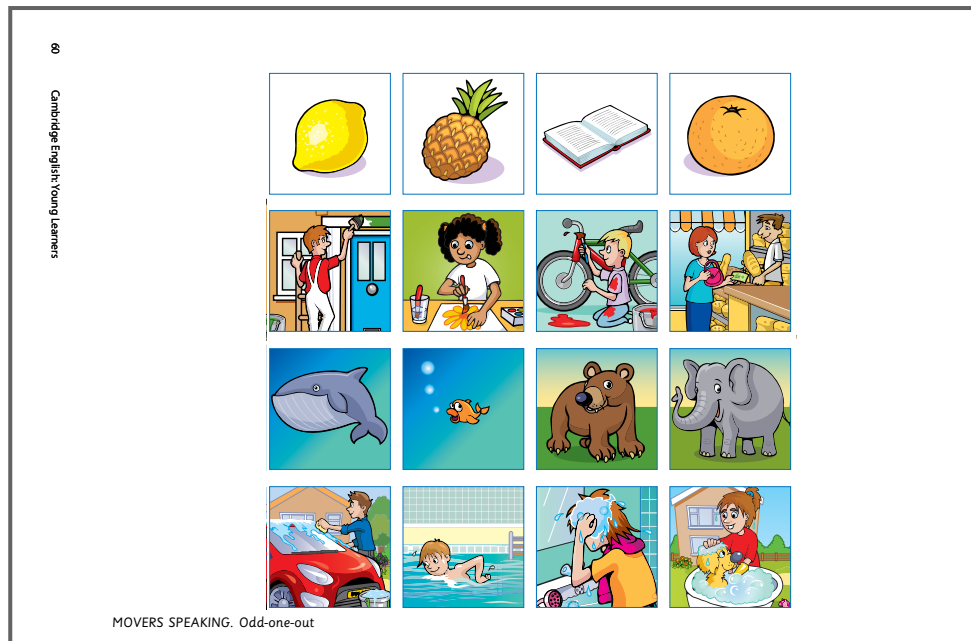
## ASSESSMENT

- ▶ This part tests **describing things and events**.

## HOW TO HELP YOUR LEARNERS

- ▶ Part 2 in the A1 Movers Speaking test requires learners to tell a simple story based on four pictures. Learners will benefit from practice in telling simple picture stories. Note that examiners are not looking for evidence of storytelling skills. Learners are only expected to say a few words about each picture in the sequence without necessarily developing these comments into a narrative.
- ▶ Before asking learners to tell the story, the examiner says, 'Look at the pictures first.' Advise learners 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 learner 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*. Learners 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 learner needs help.

## Speaking Part 3



### THE TASK

- ▶ The examiner shows the learner 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.

### ASSESSMENT

- ▶ This part tests **describing pictures**.

### HOW TO HELP YOUR LEARNERS

- ▶ 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 different fruits, a picture of a girl buying something among three pictures of people painting, a picture of a small animal/fish among three pictures of big animals and a picture of a boy swimming among three pictures of people washing things. Learners 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. Learners may also find an alternative difference to the one intended. This is perfectly acceptable provided they give a reason for their choice.



## Speaking Part 4

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### THE TASK

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

### ASSESSMENT

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

### HOW TO HELP YOUR LEARNERS

- ▶ For Part 4, make sure learners 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 learners should also be prepared to use the past tense and answer questions about, for example, what they did last weekend.

# A1 Movers Digital Grammar and structures list

The list below details what is new at A1 Movers Digital level. Learners will be expected to know everything on this list in addition to the list at Pre A1 Starters Digital level.

GRAMMAR POINT AND PHRASES	EXAMPLES
Indirect objects	Give it to <b>the teacher</b> !
Comparative and superlative adjectives	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)	We went 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 see</b> the pirate at the party. <b>Was Zak at the bus stop?</b> No, he <b>wasn't</b> .
Verb + infinitive	<b>I want to go</b> home. He <b>started to laugh</b> .
Verb + ing	<b>I went riding</b> on Saturday.
Infinitive of purpose	She went to town <b>to buy a</b> toothbrush.
Want/ask someone to do something	He <b>wants the teacher to tell</b> a story.
Must for obligation	He <b>must</b> do his homework. You <b>mustn't</b> give the rabbit cheese. <b>Must</b> I get up now?
Have (got) to/had to	I've <b>got to</b> go. Do I <b>have to</b> go to bed now? He <b>had</b> to draw a whale for homework.
Shall for offers and suggestions	<b>Shall</b> I help you wash the car, Mum?
Could (past form of can)	I <b>could</b> see some birds in the tree.
Adverbs	She <b>never</b> eats meat. He sang <b>loudly</b> . My mother talks <b>a lot</b> .
Comparative and superlative adverbs	I can swim <b>more quickly</b> than my brother. I like ice cream <b>best</b> .
Conjunctions	I went home <b>because</b> I was tired.
Prepositions of time	She plays with her friends <b>after</b> school. He plays badminton <b>on</b> Saturdays.
Question words	<b>Why</b> is he talking to her? <b>When</b> does school start?
Relative clauses	Vicky is the girl <b>who is riding a bike</b> . That is the book <b>which my friend gave me</b> . This is the house <b>where my teacher lives</b> .
What is/was the weather like?	<b>What was the weather</b> like last weekend?
What's the matter?	<b>What's the matter</b> , Daisy? Have you got a stomach ache?

GRAMMAR POINT AND PHRASES	EXAMPLES
<b>How/What about</b> + n or ing	<b>How about going</b> to the cinema on Wednesday afternoon? <b>What about</b> some salad?
<b>When clauses</b> (not with future meaning)	<b>When</b> he got home, he had his dinner. <b>When</b> I was 7, I wanted to be a builder.
<b>Go for a</b> + n	Yesterday we <b>went for a drive</b> in my brother's new car.
<b>Be called</b> + n	A baby cat <b>is called</b> a kitten.
<b>Be good at</b> + n	She's <b>very good at</b> basketball.
<b>I think/know</b> ... (present tense only)	<b>I think</b> he's very nice. <b>I know</b> she's in the garden.

# A1 Movers Digital Vocabulary list by topic with example language

TOPIC	VOCABULARY		EXAMPLE LANGUAGE
<b>Animals</b>	bat dolphin dragon fly jellyfish jungle kangaroo kitten lion	parrot penguin polar bear puppy rabbit shark snail whale wing	Penguins have wings but they can't fly.  Must I go for a walk with the puppy every day?  Are you afraid of snails? No, but my little brother is very scared of them!
<b>Family and friends</b>	aunt daughter granddaughter grandparent grandson grown-up	make friends parent son teenager uncle	I made a new friend at the party.  My brother is a teenager now! He's 13!  My friend Anna is taller than her parents!
<b>Food and drink</b>	bottle bowl cabbage coffee glass good for you hungry milkshake noodles nuts pancake pasta	peach picnic pineapple plate sandwich sauce sausage soup sushi tea thirsty vegetable	Would you like another glass of water?  Do you want some more nuts?  Are vegetables good for you?  Which sauce is the best?  I only want two pancakes, please.
<b>Health</b>	cold cough dentist doctor earache fall fine headache	hospital ill matter nurse sick stomach ache temperature toothache	(I'm) ill/sick. (I've) got a (cold/cough/earache/headache/stomach ache/temperature/toothache).  My Mum's a doctor. She works in the hospital.  How are you? I'm fine!
<b>Names</b>	Abdul Anna Beth Charlie Defne Fred Hong Jack Julia Krish Lily	Max Metin Oleg Paul Priya Sara Taji Vicky Yasmin Zak / Zac Zoe	Hey, Abdul, did you go ice-skating? Yes, it was great!  Do you know who she is? She's called (Priya).  Taji is the boy who sits next to Zac/Zak.

TOPIC	VOCABULARY		EXAMPLE LANGUAGE
<b>Places and directions</b>	above below building bus station bus stop café car park (US parking lot) centre (US center) cinema circle circus city/town centre (US center) funfair hotel library (shopping) mall (UK shopping centre)	map market near opposite parking lot (UK car park) place shopping centre (US mall) sign sports centre (US center) square station straight supermarket swimming pool town/city centre (US center)	My family live opposite/near/by/the shopping centre/mall.  The hotel had a small swimming pool.  Look! That sign says 'to the station'.
<b>School</b>	break email homework help information laptop mistake	practice practise shelf teach text website	I've got to do my homework.  I need some information about polar bears. Let's use this website!  Can you help me with this laptop, please? Don't worry! I can help you!
<b>Sports and leisure</b>	app badminton band (music) chat comic comic book dance drive email film (US movie) fish go shopping goal good for you hockey holiday (US vacation) hop ice rink ice skates ice skating kick movie (UK film)	net player pool practice practise present ride roller skates roller skating sail score skate skate park skip swim text towel trumpet vacation (UK holiday) video (call) walk	Look at this new app on my tablet!  Shall we chat on the phone? Sure!  How about a video call? Good idea!  I'm learning how to play the trumpet. I must / have to / need to practise.  We're ready to go on holiday/vacation! Good for you!
<b>The body and the face</b>	back beard blond(e) curly moustache neck	shoulder stomach straight thin tooth/teeth	What's (she/he) like? She/he's (kind).  Her hair is curly/straight. He's got a beard/moustache.  My back hurts!

TOPIC	VOCABULARY		EXAMPLE LANGUAGE
<b>The home</b>	address balcony basement blanket closet (UK wardrobe) cook downstairs dream elevator (UK lift) floor (e.g., ground, 1st, etc.) internet	lift (US elevator) message roof seat shelf shower stair(s) toothbrush toothpaste towel upstairs wardrobe (US closet)	What's your address?  It's in the basement/upstairs/downstairs. It's on the ground floor/balcony.  Shall I put my leggings and your swim shorts in the wardrobe/closet?
<b>The world around us</b>	building cave city country countryside field forest grass ground island jungle lake leaf/leaves	moon mountain plant river road rock sky star town village waterfall wave world	They saw a cave in the forest. We swam / went swimming in the lake.  I think there are lots of animals on that island.
<b>Time</b>	after always before every Friday Monday never o'clock Saturday	sometimes Sunday Thursday Tuesday Wednesday week weekend yesterday	She does her homework after/before dinner.  He never/always/sometimes/often goes shopping on Mondays.  When do you get up? I get up at eight o'clock.  Most birds sleep at night.
<b>Transport</b>	bus station bus stop drive driver park (a car/bus) parking lot (UK car park)	ride station ticket tractor trip	Let's park near the ice rink! There's a car park / parking lot there.  Did you find the lost ticket?  That tractor is bigger than my little car.
<b>Weather</b>	cloud cloudy ice rain rainbow sky	snow sunny weather wind windy	What's the weather like? It's snowing/raining. It's sunny/cloudy/windy.  We saw a beautiful rainbow in the sky.
<b>Work</b>	acrobat builder circus cleaner clown cook dancer dentist doctor driver farmer	film star (US movie star) hospital movie star (UK film star) nurse pirate pop star singer work worker writer	She/he's a builder/cleaner/dancer/writer).  When I was 7, I wanted to be an acrobat.  Why is he wearing those funny clothes? Because he's a clown in the circus

# A1 Movers Digital Alphabetic vocabulary list

## Grammatical key

<b>adj</b>	adjective	<b>dis</b>	discourse marker	<b>pl</b>	plural	<b>s</b>	singular
<b>adv</b>	adverb	<b>excl</b>	exclamation	<b>poss</b>	possessive	<b>v</b>	verb
<b>conj</b>	conjunction	<b>int</b>	interrogative	<b>prep</b>	preposition		
<b>det</b>	determiner	<b>n</b>	noun	<b>pron</b>	pronoun		

The following words appear for the first time at A1 Movers level.

<b>A</b>	Abdul <i>n</i> above <i>prep</i> acrobat <i>n</i> address <i>n</i> afraid <i>adj</i>	after <i>prep</i> age <i>n</i> all <i>adj + adv + det + pron</i> all right <i>adj + adv</i> along <i>prep</i>	always <i>adv</i> Anna <i>n</i> another <i>det + pron</i> any <i>det + pron</i> app <i>n</i>	around <i>prep</i> asleep <i>adj</i> at <i>prep of time</i> aunt <i>n</i> awake <i>adj</i>
<b>B</b>	back <i>adj + adv + n</i> bad <i>adj</i> badly <i>adv</i> badminton <i>n</i> balcony <i>n</i> band (music) <i>n</i> basement <i>n</i> bat <i>n</i> be called <i>v</i> beard <i>n</i>	because <i>conj</i> before <i>prep</i> below <i>prep</i> best <i>adj + adv</i> Beth <i>n</i> better <i>adj + adv</i> blanket <i>n</i> blond(e) <i>adj</i> bored <i>adj</i> boring <i>adj</i>	both <i>det + pron</i> bottle <i>n</i> bottom <i>adj + n</i> bowl <i>n</i> brave <i>adj</i> break <i>n</i> brilliant <i>adj</i> Brilliant! <i>excl</i> bring <i>v</i> build <i>v</i>	builder <i>n</i> building <i>n</i> bus station <i>n</i> bus stop <i>n</i> busy <i>adj</i> buy <i>v</i> by <i>prep</i>
<b>C</b>	cabbage <i>n</i> café <i>n</i> (video) call <i>v + n</i> car park (US parking lot) <i>n</i> careful <i>adj</i> carefully <i>adj</i> carry <i>v</i> catch (e.g., a bus) <i>v</i> cave <i>n</i> centre (US center) <i>n</i>	change <i>v</i> Charlie <i>n</i> chat <i>v</i> cinema <i>n</i> circle <i>n</i> circus <i>n</i> city <i>n</i> city/town centre (US center) <i>n</i> cleaner <i>n</i>	clever <i>adj</i> climb <i>v</i> closet (UK wardrobe) <i>n</i> cloud <i>n</i> cloudy <i>adj</i> clown <i>n</i> coffee <i>n</i> cold <i>adj + n</i> come on! <i>excl</i> comic <i>n</i>	comic book <i>n</i> cook <i>v</i> cook <i>n</i> cough <i>n</i> could (as in past of can for ability) <i>v</i> country <i>n</i> countryside <i>n</i> curly <i>adj</i>
<b>D</b>	dance <i>v</i> dancer <i>n</i> dangerous <i>adj</i> daughter <i>n</i> Defne <i>n</i>	dentist <i>n</i> difference <i>n</i> different <i>adj</i> difficult <i>adj</i> doctor <i>n</i>	dolphin <i>n</i> down <i>adv + prep</i> downstairs <i>adv + n</i> dragon <i>n</i> dream <i>n + v</i>	dress up <i>v</i> drive <i>n</i> driver <i>n</i> drop <i>v</i> dry <i>adj + v</i>
<b>E</b>	earache <i>n</i> easy <i>adj</i> elevator (UK lift) <i>n</i>	email <i>n + v</i> every <i>det</i> everyone <i>pron</i>	everything <i>pron</i> excited <i>adj</i> exciting <i>adj</i>	excuse me <i>dis</i>



<b>F</b>	fall <i>v</i> famous <i>adj</i> farm <i>n</i> farmer <i>n</i> fat <i>adj</i>	feed <i>v</i> field <i>n</i> film (US movie) <i>n</i> film star (US movie star) <i>n</i> fine <i>adj + excl</i>	first <i>adj + adv</i> fish <i>v</i> fix <i>v</i> floor (e.g., ground, 1st, etc.) <i>n</i> fly <i>n</i>	forest <i>n</i> Fred <i>n</i> Friday <i>n</i> funfair <i>n</i>
<b>G</b>	get dressed <i>v</i> get off <i>v</i> get on <i>v</i> get undressed <i>v</i> get up <i>v</i>	glass <i>n</i> glove <i>n</i> go shopping <i>v</i> goal <i>n</i> good for you <i>phrase</i>	granddaughter <i>n</i> grandparent <i>n</i> grandson <i>n</i> grass <i>n</i> ground <i>n</i>	grow <i>v</i> grown-up <i>n</i>
<b>H</b>	have (got) to <i>v</i> headache <i>n</i> helmet <i>n</i> help <i>v</i> Hey! <i>excl</i> hide <i>v</i>	hockey <i>n</i> holiday (US vacation) <i>n</i> homework <i>n</i> Hong <i>n</i> hop <i>v</i> hospital <i>n</i>	hot <i>adj</i> hotel <i>n</i> how <i>adv</i> how much <i>adv + int</i> how often <i>adv + int</i> huge <i>adj</i>	hundred <i>n</i> hungry <i>adj</i> hurt <i>v</i>
<b>I</b>	ice <i>n</i> ice rink <i>n</i> ice skates <i>n</i>	ice skating <i>n</i> idea <i>n</i> ill <i>adj</i>	information <i>n</i> inside <i>adv + n + prep</i> internet <i>n</i>	into <i>prep</i> invite <i>v</i> island <i>n</i>
<b>J</b>	Jack <i>n</i> jacket <i>n</i>	jellyfish <i>n</i> Julia <i>n</i>	jungle <i>n</i>	
<b>K</b>	kangaroo <i>n</i> kick <i>n</i>	kind <i>n</i> kitten <i>n</i>	Krish <i>n</i>	
<b>L</b>	lake <i>n</i> laptop <i>n</i> last <i>adj + adv</i> laugh <i>n + v</i> leaf/leaves <i>n</i>	learn how to (do something) <i>phrase</i> leggings <i>n</i> library <i>n</i> lift (US elevator) <i>n</i>	Lily <i>n</i> lion <i>n</i> look + <i>adj v</i> look for <i>v</i> lose <i>v</i>	lost <i>adj</i> loud <i>adj</i> loudly <i>adv</i>
<b>M</b>	machine <i>n</i> make friends <i>v phrase</i> (shopping) mall (UK shopping centre) <i>n</i> map <i>n</i> market <i>n</i> matter <i>n</i>	Max <i>n</i> mean <i>v</i> meet <i>v</i> message <i>n</i> Metin <i>n</i> milkshake <i>n</i> mistake <i>n</i>	model <i>n</i> Monday <i>n</i> moon <i>n</i> more <i>adv + det + pron</i> most <i>adv + det + pron</i> mountain <i>n</i> moustache <i>n</i>	move <i>v</i> movie (UK film) <i>n</i> movie star (UK film star) <i>n</i> must <i>v</i>
<b>N</b>	naughty <i>adj</i> near <i>adv + prep</i> neck <i>n</i>	need <i>v</i> net <i>n</i> never <i>adv</i>	No problem! <i>excl</i> noise <i>n</i> noodles <i>n</i>	nothing <i>pron</i> nurse <i>n</i> nuts <i>n</i>
<b>O</b>	o'clock <i>adv</i> off <i>adv + prep</i> often <i>adv</i>	Oleg <i>n</i> on <i>adv + prep of time</i> only <i>adv</i>	opposite <i>prep</i> other <i>det &amp; pron</i> out <i>adv</i>	out of <i>prep</i> outside <i>adv + n + prep</i>
<b>P</b>	pair <i>n</i> pancake <i>n</i> parent <i>n</i> park (a car/bus) <i>v</i> parking lot (UK car park) <i>n</i> parrot <i>n</i> pasta <i>n</i>	Paul <i>n</i> peach <i>n</i> penguin <i>n</i> picnic <i>n</i> pineapple <i>n</i> pirate <i>n</i> place <i>n</i>	plant <i>n + v</i> plate <i>n</i> player <i>n</i> polar bear <i>n</i> pool <i>n</i> pop star <i>n</i> practice <i>n (+v US)</i>	practise <i>v</i> present <i>n</i> pretty <i>adj</i> Priya <i>n</i> puppy <i>n</i> put on <i>v</i>

<b>Q</b>	<b>quick</b> <i>adj</i>	<b>quickly</b> <i>adv</i>	<b>quiet</b> <i>adj</i>	<b>quietly</b> <i>adv</i>
<b>R</b>	<b>rabbit</b> <i>n</i> <b>rain</b> <i>n + v</i> <b>rainbow</b> <i>n</i>	<b>ready</b> <i>adj</i> <b>ride</b> <i>n</i> <b>river</b> <i>n</i>	<b>road</b> <i>n</i> <b>rock</b> <i>n</i> <b>roller skates</b> <i>n</i>	<b>roller skating</b> <i>n</i> <b>roof</b> <i>n</i> <b>round</b> <i>adj + adv + prep</i>
<b>S</b>	<b>safe</b> <i>adj</i> <b>sail</b> <i>n + v</i> <b>sandwich</b> <i>n</i> <b>Sara</b> <i>n</i> <b>Saturday</b> <i>n</i> <b>sauce</b> <i>n</i> <b>sausage</b> <i>n</i> <b>scarf</b> <i>n</i> <b>score</b> <i>v</i> <b>seat</b> <i>n</i> <b>second</b> <i>adj + adv</i> <b>send</b> <i>v</i> <b>shall</b> <i>v</i> <b>shape</b> <i>n</i> <b>shark</b> <i>n</i>	<b>shelf</b> <i>n</i> <b>shop</b> <i>v</i> <b>shopping</b> <i>n</i> <b>shopping centre (US mall)</b> <i>n</i> <b>shopping mall (UK centre)</b> <i>n</i> <b>shoulder</b> <i>n</i> <b>shout</b> <i>v</i> <b>shower</b> <i>n</i> <b>sick</b> <i>adj</i> <b>sign</b> <i>n</i> <b>singer</b> <i>n</i> <b>skate</b> <i>n + v</i> <b>skate park</b> <i>n</i> <b>skip</b> <i>v</i> <b>sky</b> <i>n</i>	<b>slow</b> <i>adj</i> <b>slowly</b> <i>adv</i> <b>snail</b> <i>n</i> <b>snow</b> <i>n + v</i> <b>someone</b> <i>pron</i> <b>something</b> <i>pron</i> <b>sometimes</b> <i>adv</i> <b>son</b> <i>n</i> <b>soup</b> <i>n</i> <b>sports centre (US center)</b> <i>n</i> <b>square</b> <i>adj + n</i> <b>stair(s)</b> <i>n</i> <b>star</b> <i>n</i> <b>station</b> <i>n</i> <b>stomach</b> <i>n</i>	<b>stomach ache</b> <i>n</i> <b>straight</b> <i>adj</i> <b>strong</b> <i>adj</i> <b>Sunday</b> <i>n</i> <b>sunny</b> <i>adj</i> <b>supermarket</b> <i>n</i> <b>sure</b> <i>adj + excl</i> <b>surprised</b> <i>adj</i> <b>sushi</b> <i>n</i> <b>sweater</b> <i>n</i> <b>sweet</b> <i>adj</i> <b>swim</b> <i>n</i> <b>swim shorts</b> <i>n</i> <b>swimming pool</b> <i>n</i> <b>swimsuit</b> <i>n</i>
<b>T</b>	<b>Taji</b> <i>n</i> <b>take</b> <i>v</i> <b>take off</b> i.e. get undressed <i>v</i> <b>tall</b> <i>adj</i> <b>tea</b> <i>n</i> <b>teach</b> <i>v</i> <b>teenager</b> <i>n</i> <b>temperature</b> <i>n</i> <b>terrible</b> <i>adj</i>	<b>text</b> <i>n + v</i> <b>than</b> <i>conj + prep</i> <b>then</b> <i>adv</i> <b>thin</b> <i>adj</i> <b>think</b> <i>v</i> <b>third</b> <i>adj + adv</i> <b>thirsty</b> <i>adj</i> <b>Thursday</b> <i>n</i> <b>ticket</b> <i>n</i>	<b>tooth/teeth</b> <i>n</i> <b>toothache</b> <i>n</i> <b>toothbrush</b> <i>n</i> <b>toothpaste</b> <i>n</i> <b>top</b> <i>adv + n</i> <b>towel</b> <i>n</i> <b>town</b> <i>n</i> <b>town/city centre (US center)</b> <i>n</i>	<b>tractor</b> <i>n</i> <b>travel</b> <i>v</i> <b>treasure</b> <i>n</i> <b>trip</b> <i>n</i> <b>trumpet</b> <i>n</i> <b>Tuesday</b> <i>n</i>
<b>U</b>	<b>uncle</b> <i>n</i>	<b>up</b> <i>adv + prep</i>	<b>upstairs</b> <i>adv + n</i>	<b>use</b> <i>v</i>
<b>V</b>	<b>vacation (UK holiday)</b> <i>n</i> <b>vegetable</b> <i>n</i>	<b>Vicky</b> <i>n</i> <b>video (call)</b> <i>n</i>	<b>village</b> <i>n</i>	
<b>W</b>	<b>wait</b> <i>v</i> <b>wake (up)</b> <i>v</i> <b>walk</b> <i>n</i> <b>wardrobe (US closet)</b> <i>n</i> <b>water</b> <i>v</i> <b>waterfall</b> <i>n</i> <b>wave</b> <i>n</i> <b>weak</b> <i>adj</i> <b>weather</b> <i>n</i>	<b>website</b> <i>n</i> <b>Wednesday</b> <i>n</i> <b>week</b> <i>n</i> <b>weekend</b> <i>n</i> <b>well</b> <i>adj + adv</i> <b>wet</b> <i>adj</i> <b>whale</b> <i>n</i> <b>when</b> <i>adv + conj + int</i> <b>where</b> <i>pron</i>	<b>which</b> <i>pron</i> <b>who</b> <i>pron</i> <b>why</b> <i>int</i> <b>wind</b> <i>n</i> <b>windy</b> <i>adj</i> <b>wing</b> <i>n</i> <b>work</b> <i>n + v</i> <b>worker</b> <i>n</i> <b>world</b> <i>n</i>	<b>worry</b> <i>v</i> <b>worse</b> <i>adj + adv</i> <b>worst</b> <i>adj + adv</i> <b>would</b> <i>v</i> <b>writer</b> <i>n</i> <b>wrong</b> <i>adj</i>
<b>X</b>	(No words at this level)			
<b>Y</b>	<b>Yasmin</b> <i>n</i>	<b>yesterday</b> <i>adv + n</i>		
<b>Z</b>	<b>Zak/Zac</b> <i>n</i>	<b>Zoe</b> <i>n</i>		

## Letters & numbers

Candidates will be expected to understand and write numbers 21-100 and ordinals 1st-20th.



# Pre A1 Starters Digital 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.

## Pre A1 Starters Digital

	VOCABULARY	PRONUNCIATION	INTERACTION
	Range Control Extent	Individual sounds Word stress	Reception/Responding Support required Fluency/Promptness
5	Uses the vocabulary required to deal with all test tasks.  Produces simple utterances but makes occasional mistakes.  Generally responds at word or phrase level but may also produce some longer utterances.	Generally intelligible, although some sounds may be unclear.  Has limited control of word stress.	Generally responds appropriately to instructions, questions and visual prompts, although some support may be required.  Is able to ask for support if required.  Often responds promptly, although there may be hesitation.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	Uses the vocabulary required to deal with most test tasks.  Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.  Generally responds at word level but may also produce phrases.	Sometimes intelligible.	Responds to instructions, questions and visual prompts, although frequent support may be required.  May attempt to ask for support if required.  There is hesitation and responses may be delayed or halting.
2	Performance shares features of Bands 1 and 3.		
1	Has the vocabulary required to attempt some test tasks.  May attempt a few simple utterances but basic mistakes and lack of language prevent communication.  Responds only at single word level, or does not respond.	Attempts to produce the sounds of the language but is often difficult to understand.	Requires support throughout and often may not respond to instructions, questions and visual prompts.  Hesitation requires a great deal of patience of a listener.
0	Performance below Band 1.		

# A1 Movers Digital Speaking Assessment

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## 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.

## A1 Movers Digital

	VOCABULARY AND GRAMMAR		PRONUNCIATION	INTERACTION
	Range Control	Extent Cohesion	Individual sounds Stress Intonation	Reception/Responding Support required Fluency/Promptness
5	<p>Uses the vocabulary required to deal with all test tasks.</p> <p>Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.</p> <p>Responds at word, phrase or longer utterance level.</p> <p>Can join ideas with some simple linkers (e.g., and, but, then, when).</p>		<p>Is mostly intelligible.</p> <p>Has limited control of word stress and intonation.</p>	<p>Responds appropriately to instructions, questions and visual prompts, and very little support is required.</p> <p>Is able to ask for support if required.</p> <p>Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.</p>
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.			
3	<p>Uses the vocabulary required to deal with most test tasks.</p> <p>Produces some simple structures but makes some basic mistakes which may obscure meaning.</p> <p>Generally responds at word or phrase level but may also produce some longer utterances.</p> <p>Can join ideas with a few simple linkers (e.g., and).</p>		<p>Is mostly intelligible, although some sounds may be unclear.</p> <p>Has limited control of word stress.</p>	<p>Responds appropriately to instructions, questions and visual prompts, although some support is required.</p> <p>Is able to ask for support if required.</p> <p>Often responds promptly, although there may be hesitation and pausing mid-utterance.</p>
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.			
1	<p>Uses the vocabulary required to attempt some test tasks.</p> <p>Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.</p> <p>Generally responds at word level but may also produce phrases.</p> <p>Can join words with simple linkers (e.g., and).</p>		<p>Sometimes may be difficult to understand.</p>	<p>Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required.</p> <p>May attempt to ask for support if required.</p> <p>There is hesitation and pausing mid-utterance; responses may be delayed or halting.</p>
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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