

Collins

English for Exams

Cambridge English

Movers

Three Practice Tests

for Cambridge English: Movers (YLE Movers)

Teacher's Guide

Collins

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Contents

Introduction	4
<hr/>	
Guide to Cambridge English: Movers	
<hr/>	
Listening	6
Reading & Writing	12
Speaking	19
<hr/>	
Tips for students on test day	24
<hr/>	
Vocabulary practice	25
<hr/>	
Key to tests	
<hr/>	
Test 1	
Audio scripts for Listening	27
Answer key	30
Scripts for Speaking	31
Test 2	
Audio scripts for Listening	34
Answer key	37
Scripts for Speaking	38
Test 3	
Audio scripts for Listening	41
Answer key	44
Scripts for Speaking	45
<hr/>	
Vocabulary list	48
<hr/>	

Introduction

Welcome to the Teacher's Guide to the Collins practice tests book for *Cambridge English: Movers*.

This guide contains a comprehensive overview of each section of *Cambridge English: Movers* to help teachers and students to understand how the test works. It is also full of tips and ideas to help students to prepare for the test and contains the answer keys to the tests in the practice tests book scripts for the Speaking papers and audio scripts of the recordings on the CD.

We hope you and your students enjoy preparing for *Cambridge English: Movers*. Good luck!

Cambridge English: Young Learners tests

The *Cambridge English: Young Learners* tests are for learners of English between the ages of 7 and 12.

The tests are comprised of three levels: *Starters*, *Movers* and *Flyers*. These tests are designed to take learners from beginner level up to CEFR level A2. The *Movers* test is roughly equivalent to CEFR level A1.

There's no pass or fail in these tests – instead, every child gets a certificate with between one and five shields in each paper to show their level of achievement.

What's in the Movers test?

Movers is the second and middle level of the series and is typically aimed at students between the ages of 8 and 11. Instructions are simple and the content of the test consists only of the words and structures outlined in the *Movers* syllabus. The official vocabulary list for *Movers* is included at the back of this guide, and the full syllabus can be found in the *Cambridge English Young Learners Handbook for Teachers*.

The test has three papers:

Paper	Length	Number of parts	Number of items
Listening	approx. 25 minutes	5	25
Reading & Writing	30 minutes	6	40
Speaking	5–7 minutes	4	–

On pages 6–23, you will find further detailed information for each part of each paper, together with teaching tips and ideas to help you to prepare your students.

How to use this guide and the practice tests

This guide has been designed to give you a thorough introduction to the *Cambridge English: Movers* test. The guide accompanies the Collins practice tests book for *Cambridge English: Movers* and includes for each of the three practice tests:

- audio scripts for Listening
- answer keys
- scripts for Speaking (also on the CD, first without and then with student's responses).

The practice tests replicate the *Cambridge English: Movers* test in terms of layout and content.

This guide also includes tips for students on test day (see page 24) and vocabulary practice for you to do with your students (see page 25), so that they feel fully prepared and confident on test day.

Here are some suggestions as to how you can use the practice tests in your classroom:

- **Examine the structure of papers**
Help students to become familiar with the structure of each paper, so that they don't leave out a part by mistake.
- **Study the rubrics in each part**
The rubrics used in the practice tests are identical to those used in the test papers – if students become familiar with the rubrics, then they won't misinterpret instructions on test day and lose marks.
- **Create the exam experience**
You can get your students to do these practice tests under timed exam conditions so that they get used to this feeling and are not nervous on test day.
- **Revise grammar and vocabulary**
The practice tests use a wide variety of grammatical structures and vocabulary from the *Movers* syllabus. While the course book that you're using is likely to deal with these language and topics separately, in these practice tests the students will find the language all mixed together as it will be in the test. The practice tests give you the opportunity to recycle and revise topic work that you have done in class in an authentic way.

Guide to Cambridge English: Movers

Listening

Summary

Time: 25 minutes

Number of questions: 25

Part	Material	Skills	Desired outcome	Number of questions
1	Picture, names and dialogue	Listening for names and descriptions	Draw lines to match names to people in a picture	5
2	Text with missing words and dialogue	Listening for names, spellings, and other information	Write words or numbers in gaps	5
3	Six pictures, days of the week and dialogue	Listening for specific information (past tense)	Draw lines from days of the week to the correct pictures	5
4	Three-option multiple-choice pictures and dialogues	Listening for specific information of various kinds	Tick boxes below correct pictures	5
5	Picture and dialogue	Listening for words, colours and specific information	Follow instructions to colour and draw or write on a picture	5

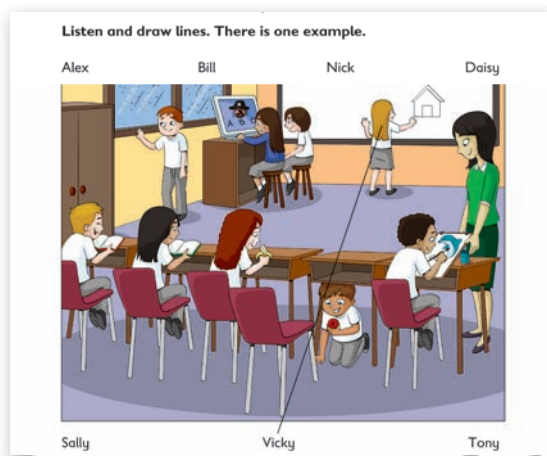
General tips for students

- Listen carefully to the instructions.
- Remember that you will hear an example once at the start of each part.
- Stay calm – if you miss the answer to a question during the first recording, you will get another chance to get it when you listen again.
- You don't have to spell the words perfectly if they are not spelt out for you in the recording.
- Make sure you know the vocabulary, grammar and structures in the *Movers* syllabus, including the expressions you will hear in the recording scripts such as *Pardon? Sorry? Right.*

Listening Part 1

Students look at a big picture showing people doing different things. There are seven names above and below the picture. Students listen to a dialogue between an adult and a child talking about the people in the picture. Students draw lines between the names and the correct people in the picture. There is one example.

This is what Part 1 looks like. In the test, there are five more extracts from the dialogue about the people in the picture.



This is what you hear ...

Look at Part 1. Look at the picture.

Listen and look. There is one example.

Woman: What are you doing in this picture?
Is it a lesson?

Boy: No, it rained that day. We stayed
inside to play.

Woman: Oh, OK. Who's that?

Boy: The blonde girl who's drawing the
house on the board?

Woman: Yes, who's she?

Boy: That's Vicky. She's very good at drawing.

Can you see the line? This is an example.

Now you listen and draw lines.

Tips for students

- Look carefully at the picture before you listen to the dialogue. You will need to focus on the differences between similar people so try to think about what sort of language might be used to describe them before you listen.
- Be aware that the language of this part of the task will include descriptions of people's clothes and physical appearance, as well as what they are doing.
- Draw neat, straight lines so that your answers are clear.

Tips for teachers


- Make sure that students are familiar with the names listed in the *Movers* vocabulary list at the back of this guide.
- Revise the present continuous tense, which students will hear in this part of the test.
- Provide lots of practice in describing pictures of people.
 - Ask students to work in pairs. Give a picture of a person to each student and ask them to take turns in describing what the person in their picture looks like and what they are doing. Then their partner should draw a picture of the person based on what they have heard. Compare the drawings to the original pictures.
 - Project one picture from the practice tests book up onto the whiteboard. Students then make questions about the people focusing on what they look like, what they're wearing and what they're doing. Write up the question stems below and get students to complete them.
- Highlight and check the understanding of the common expressions from this part:
 - Can you see ...?
 - Who's that boy / girl / man / woman?
 - Which one's he / she?
 - Is he the boy / girl / man / woman in the ...?
 - Who's the boy / girl / man / woman who's ...?
 - Is he / she wearing a ...?
 - Yes, that's him / her.
 - No, I mean the boy / girl / man / woman who's ...
 - That's ...
- Get students to practise drawing lines accurately and neatly. For example, ask students to come to the board in turn and draw a straight, neat line connecting two objects you have drawn. Vote for the neatest line!

Listening Part 2

This is a note-taking exercise. Students listen to a dialogue between two people, then write a word to fill the five gaps on a form or page of a notepad. Students are not penalised for misspellings if the words are not spelled out on the recording. There is one example.

This is what Part 2 looks like. In the test, there are three more gaps to fill and five more extracts from the dialogue to listen to.

Listen and write. There is one example.



Sports centre homework

Comes: every Saturday

1 Favourite sport:

2 Comes to sports centre by:

This is what you hear ...

Part 2. Listen and look. There is one example.

Girl: Can I ask you some questions about the sports centre? It's for my homework.

Man: Yes, OK.

Girl: Thanks. So, how often do you come to the sports centre?

Man: I come every Saturday.

Girl: Thank you.

Can you see the answer? Now you listen and write.

Tips for students

- Look carefully at the gaps in the form or notepad before you listen to work out what sort of information will go there.
- There will always be a word that will be spelt out – this is likely to be the name of a person or place so try to work out which gap this is before you listen so that you are prepared for it.
- Make sure you know your letters really well before you go into the test.

Tips for teachers

- Play vocabulary games (see pages 25–26) with lexical items that students might hear in this part of the test, e.g. days of the week and forms of transport (see *Movers* vocabulary list at the back of this guide).
- Play spelling games with words in the *Movers* vocabulary list at the back of this guide. For example, hold up flashcards and ask students to spell the word for the class as a class activity. Focus on the double letter form where possible, e.g. K-A-N-G-A-R-double-O.








Listening Part 3

There are six pictures in Part 3 and the days of the week appear down the middle of the page. Students listen to a child describing what they did over the past week. They must draw lines to match the activities in the other five pictures to the correct days of the week. Each day is only used once and one day is not used at all. There is one example.

This is what Part 3 looks like. In the test, there are five more extracts from the dialogue to listen to.

What did Peter do last week?

Listen and draw a line from the day to the correct picture.
There is one example.

	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	Saturday	
	Sunday	

This is what you hear ...

Part 3. Look at the pictures. What did Peter do last week? Listen and look. There is one example.

Woman: What did you do last week, Peter?
Boy: I went to my aunt and uncle's house.
Woman: Great, what day did you go?
Boy: I went on Monday.
Woman: Did you go by car?
Boy: No, I went by train.

Can you see the line from the word "Monday"? On Monday, Peter went on a train. Now you listen and draw lines.

Tips for students

- Before you listen, look at the unnamed pictures on the right-hand page and think about or write down words to describe them. This will help you to prepare for what you are about to hear.
- Draw lines between pictures and days in the most direct way possible so that you don't get confused by jumbled up lines.
- Don't leave any questions unanswered. Have a sensible guess if you didn't understand the answer.

Tips for teachers

- Play vocabulary games (see pages 25–26) with lexical sets that students might hear in this part of the test, e.g. days of the week, activities, places, transport (see *Movers* vocabulary list at the back of this guide).
- Play vocabulary games (see pages 25–26) to practise the irregular forms of the simple past of common verbs which students will need to understand here.


Listening Part 4

Part 4 contains five three-option multiple-choice questions with pictures. Students listen to five dialogues – there is one question for each dialogue. Students tick the correct picture. There is also one example and one example dialogue.


This is what Part 4 looks like. In the test, there are three more questions and five more extracts from the dialogue to listen to.

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


What's the matter with Paul?



A ☒




B ☐




C ☐


1 Which man is Mary's father?



A ☐




B ☐




C ☐


2 What's Jane doing now?



A ☐



B ☐



C ☐

This is what you hear ...

Part 4. Look at the pictures. Listen and look. There is one example.

What's the matter with Paul?

Woman: What's the matter, Paul? Have you got a stomach-ache?

Boy: No, my stomach is OK. It's my ears that hurt.

Woman: Oh dear, do you have a headache as well?

Boy: No, I only have an earache.

Woman: Shall we go and see the doctor?

Boy: Let's see how I am in the morning.

Woman: OK.

Can you see the tick? Now you listen and tick the box.

Tips for students

- Before you listen, read all the questions and look at all the pictures carefully. Think about or note down words that you might use to describe these pictures – sometimes you'll just see a thing and sometimes it will be a person doing something.
- All the items are usually mentioned in each dialogue so don't write down the first one you hear.
- The correct answer may come at any point in the dialogue so don't necessarily tick the one that you hear last.

Tips for teachers

- Play vocabulary games (see pages 25–26) with lexical sets that students might hear in this part of the test, e.g. weather, food, prepositions, clothes, the home (see *Movers* vocabulary list at the back of this guide).
- Get students to work in pairs. Ask them each to draw three slightly different pictures and swap them with a partner. Then ask them to describe what is happening in one of the pictures and their partner must guess which one they are referring to.

Listening Part 5

There is a large picture in Part 5, which is mostly black and white. Students listen to a dialogue between an adult and child. The adult gives the child instructions to colour various items, and write a simple word OR draw and colour an object. Students listen, then colour, and write or draw. There is one example.

This is what Part 5 looks like. In the test, there are five more instructions like this to listen to.



This is what you hear ...

Part 5. Look at the picture. Listen and look. There is one example.

- Man: Would you like to colour this picture for me?
Girl: Yes, please. What fun they are having at the beach!
Man: There's a man who's fishing. Can you see him?
Girl: Yes, I can.
Man: Colour his trousers red.
Girl: OK, I'm doing that now.

Can you see the red trousers? This is an example. Now you listen and colour and write.

Tips for students

- Remember to have your colouring pencils ready for this part of the test.
- Remember that this test is not just colouring, but also you have to write a simple word OR draw and colour an item.
- Don't worry if your colouring, writing and drawing is not very good. Just make sure that it's clear that you've understood the instructions.
- This part of the test is more challenging than it looks. You need to be able to understand language that describes slightly different items, so listen very carefully to the instructions.

Tips for teachers

- Play vocabulary games (see pages 25–26) with lexical sets that students might hear in this part of the test, e.g. colours, prepositions, places, clothes, animals, the body and face (see *Movers* vocabulary list at the back of this guide).
- Find a colouring book which has colour versions and black and white versions of the same pictures. Choose two pictures that contain lexical items from the *Movers* syllabus. Produce colour and black and white versions of both pictures. Get students to work in pairs. Give Student A a colour picture and Student B the same picture in black and white. Get them to sit back to back. Student A gives instructions to Student B to colour various items. Compare pictures at the end. Repeat, this time giving the colour version of the other picture to Student B. You could get students to draw their own colour and black and white pictures for this activity.
- Highlight and check the understanding of some of the common expressions from the recordings of this part:
 - Can you see ...?
 - Colour it ...
 - Now you can write something.
 - Would you like to colour something ...?
 - Now some more colouring.
 - What else can I colour?
 - Can I draw something now?
 - I'd like to colour the ...
 - What colour shall I use?

Reading & Writing

Summary

Time: 40 minutes

Number of questions: 50

Part	Material	Skills	Desired outcome	Number of questions
1	Word and pictures (nouns)	Reading short definitions and matching them to words; writing words	Copy the words next to correct definitions	6
2	One picture and sentences to describe it	Reading and understanding sentences; writing one-word answers	Write <i>yes</i> or <i>no</i> next to each sentence	6
3	Gapped text, words and pictures	Reading a text and copying words	Circle the letters next to the correct responses	6
4	Gapped text; missing words (nouns, adjectives or verbs) illustrated in box; three-option multiple choice question for story title	Reading for specific information and gist; copying words	Select and copy the correct word for each gap; then tick the box next to the best story title	7
5	Story, picture and gapped sentences	Reading and understanding a story; completing sentences	Complete sentences about the story by writing one, two or three words in each gap	10
6	Gapped text with three-option grammatical multiple-choice for each gap	Reading and understanding a factual text and grammatical structures; copying words	Choose and copy the correct word for each gap	5

General tips for students









- You must use correct spelling in all parts of the Reading & Writing paper.
- You need to write clearly so that the examiner can read what you've written. You may find it easier not to use joined-up writing.
- Don't waste time writing long answers when you don't need to.

Reading & Writing Part 1

There are six definitions and eight nouns, which are illustrated. Students write the correct word next to each definition. There is one example.

This is what Part 1 looks like. In the test, there are four more definitions.

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

 a whale	 a clown
 earache	 a kitten
 a hospital	 a teacher
 football	 a doctor

Example

This person is very funny. a clown

Questions

1 You go and see this person when you are not well.

2 This is a baby cat.

Tips for students

- Read all the words and look at all the pictures before you start writing any answers, so that you know all the different options.
- Start with the words you are most confident about and cross them out as you use them.
- Remember that you'll see both singular and plural nouns and you must copy the words exactly as they appear (with or without the article) when you write them or you will lose marks.

Tips for teachers

- Play vocabulary games (see pages 25–26) with the lexical sets that students might hear in this part of the test, e.g. clothes, food, the home, places, animals, sports and jobs (see *Movers* vocabulary list at the back of this guide). Start by keeping the words in their lexical sets, then mix the words up so that the students get used to dealing with them together, as they will have to in this part of the test.
- Present lists of target nouns to students and ask them to write their own definitions of them. Then get them to swap with a partner and match the words to definitions.
- If appropriate in your classroom, give half the students the target nouns and half the students the target definitions, then encourage them to circulate and pair up correctly.


Reading & Writing Part 3

Students read a short dialogue between two speakers. They must choose what the second speaker says each time from a set of three multiple-choice options. They put a circle around the correct answer. There is one picture on the test paper, which gives a context to the dialogue. There is one example.

This is what Part 3 looks like. In the test, there are five more questions.

Read the text and choose the best answer.

Paul is telling his friend Daisy about a film he saw at the cinema.



Example

Daisy: Hi Paul, did you enjoy the cinema?

Paul: A Yes, I have.
B Yes, I did.
C Yes, I do.

Questions

I Daisy: Did you see the new film about lions in the jungle?

Paul: A Yes, I saw a film about pirates.
B No, I saw a film about pirates.
C Yes, I can.

Tips for students

- Read all the options before you choose the best one.
- Look for clues in the questions, which might tell you what sort of response you're looking for, e.g. in the example above, Daisy asks a question in the past simple *did you have fun*, so the answer must also be in the past simple, yes, *I did*.
- When you've finished, read the whole dialogue back again to make sure it all makes sense.

Tips for teachers

- Provide plenty of practice in questions types and expected responses.

Question types	Expected responses
Where ...?	A place
Who ...?	A person
When ...?	A time
What ...?	A thing
Why ...?	A reason / <i>Because ...</i>
Are you ...?	<i>Yes, I am. / No, I'm not.</i>
Do you ...?	<i>Yes, I do / No, I don't.</i>
Have you ...?	<i>Yes, I have ... / No, I haven't ...</i>
Will you ...?	<i>Yes, I will. / No, I won't.</i>

- Provide plenty of practice in responses to statements as well as questions, e.g. *Thank you* or *Good idea*.
- When students get more confident, get them each to write one question with three possible responses, one correct and two wrong. Collect them up, check that they are correct, then collate and photocopy them all and circulate to the class. Students can get an extra mark for guessing which student wrote each question.

Reading & Writing Part 4







Students read a text with six gaps in it and look at nine words and pictures in a box. They choose the best words to go in each gap and write them in. The gapped words are nouns, adjectives or verbs (present and past). There are two extra words and pictures that students will not use. They must use correct spelling. There is also one example. In the last question in this part, students must choose the best title for the story from a choice of three.

This is what Part 4 looks like. In the test, the text is longer and there are three more gaps.

Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There is one example.

Last Tuesday, it was very sunny. Vicky went to the park with her mum. They rode their *bikes* and took a picnic. When they got to the park, Vicky played football with some children. Then Vicky and her mum (1) their cheese sandwiches and drank some (2) orange juice.

Example

 bikes	 cold	 tallest
 trousers	 arms	 shouted

Tips for students

- Read the whole text through first to get a general idea of what it means before trying to fill in any of the gaps.
- Remember that the missing words are testing your grammar and vocabulary so look carefully at the words around each gap and try to work out what sort of word you would expect to see there, e.g. in question 1 above, the gap comes after a person and before a noun, so it must be a verb.
- For the last question, remember that the title must be the best summary of the whole story and not just part of it.

Tips for teachers

- Make sure that your students are confident when it comes to identifying the different parts of language: noun, adjective and verb.
- Choose an extract from one of the student's readers and blank out some nouns, adjectives and verbs, which appear in the *Movers* vocabulary list at the back of this guide. Before you give students the missing words, get them to predict what type of word would go in each gap and to come up with some suggestions. Then give them the missing words so that they can complete the activity.
- When students become more confident, ask them to write little stories and blank out their own words. Check them before circulating to other students to complete.


Reading & Writing Part 5

Students read a story in three parts. Students must complete sentences about each part of the story using one, two or three words. There is one picture with each part, which describes the context of the part of the story but not the answers to the questions. There are two examples.

This is what the first section of Part 5 looks like. In the test, there are two more sections of the story, two more pictures and seven more sentences.

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

Jane and Mr Sam



Last week, Jane went for a drive with her parents. They put a big picnic in the car. Dad drove and Jane listened to music on her CD player. They got to the forest and they went for a long walk. Jane saw a small pink house by a river.

"Whose house is that?" asked Jane. "I don't know," said Mum.

They stopped and ate their picnic. Then they sat under a tree and Jane listened to Mum who told her a story.

"There was a little girl called Jane who went for a walk in a forest and saw a nice bear called Mr Sam..."

Jane was very tired. She closed her eyes and slept. She started to dream.

Examples

Jane and her parents went for a drive last *week*

They took *a big picnic* with them.

Questions

- 1 There was a next to a river in the forest.
- 2 They sat under a tree and Mum told Jane
- 3 Jane slept and had a

Tips for students

- Look at the pictures first to understand the context of the story.
- Read the story all the way through, then read the sentences. Then read the story again, underlining the sections containing the information you need.
- Make sure you copy words from the text correctly so that you don't lose marks.

Tips for teachers

- Provide plenty of practice in the different ways we can refer to people or objects, e.g. *Mr Sam, he, him, the nice big brown bear, his*.
- Highlight how sentences can be turned around, e.g. *Jane saw a small pink house by a river* in the text is turned around to become *There was a small pink house next to a river* in the sentences.
- Get students to read a story, then ask them to write some gapped sentences about it. Get them to swap sentences with a partner and fill in the gaps with suitable words.
- When students become more confident, ask them to write little stories including language from the *Movers* syllabus. Then they could swap stories with a partner and write gapped sentences for each other.


Reading & Writing Part 6

Students read a factual text containing five gaps. They have a choice of three words to fill each gap. They choose the correct words and copy them into the gaps. These words have a grammatical focus and include prepositions, pronouns and verbs. There is one example.

This is what Part 6 looks like. In the test, there is a longer text and four more gaps to fill.

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

Sandwiches



Example

1 You make a sandwich with bread. You can put cheese, fish, meat or salad sandwiches. Children sometimes take sandwiches school with them. People sometimes eat sandwiches when they have a picnic.

2 In 1762, John of Sandwich the first sandwich,

Example	out of	off	in
I	to	on	under

Tips for students

- Read the text all the way through before you start filling the gaps.
- Try to work out what sort of word would fill the gap before you look at the options.
- If you get stuck, look at all the options and try to work out the difference between them. For example, if the options are *eating*, *ate* and *eats*, think about when you would use each form of the verb. Look at the words on either side of the gap and think about the grammar rules.
- Don't forget that the options are there! Some students make the mistake of filling the gaps with their own ideas, which is not what you're being asked to do in this part of the task.

Tips for teachers

- Make sure that students are familiar with parts of language: preposition, pronoun, adverb and verb. Give the students a gapped text and get them to identify what sort of word would go in each gap. Then get them to shout out suggestions.
- Practice focussing on verbs.
 - Revise the present simple and present continuous and the different forms required for each. Highlight the difference between the base form, the *-ing* form and the *-ed* form of the verbs that students might see here.
 - Revise the irregular past simple forms of the verbs from the *Movers* syllabus.
 - Revise auxiliary verbs and modal verbs that students might have to distinguish between here, e.g. *is*, *am*, *have to*, *can*, *must*.
- Focus on prepositions: give instructions for students to put classroom objects *in*, *on*, *behind*, *in front of*, *under* their desks.
- Focus on conjunctions – give students two halves of sentences and get them to put them together using a conjunction from the *Movers* syllabus, e.g. *or*, *because*, *but*, *and*.
- Focus on pronouns: revise the different uses of *this*, *that*, *these*, *those* and personal pronouns.

Speaking

Summary

Time: approximately 5–7 minutes

Part	Material	Skills	Desired outcome
1	Two similar pictures	Describing two pictures using short sentences	Identify and describe four differences between the two pictures
2	Five sequence pictures that tell a story	Understanding the beginning of a story and telling the rest of it from picture prompts	Describe each picture in turn
3	Four sets of four pictures – within each set, one picture is the odd one out	Suggesting which picture is different and giving reasons why	Identify which picture of each set is the odd-one-out and explain why
4	Open-ended questions	Understanding and responding to personal questions	Answer personal questions

General tips for students

- An usher will take you into the test and will explain in your native language what you have to do. They will introduce you to the examiner.
- Don't feel nervous. The examiner is there to help you to get the best mark possible. Remember to say *Hello* and tell them your name when asked. Remember to say *Thank you* and *Goodbye* at the end of the test as well.
- The examiner will give you marks for understanding what they say and for answering their questions correctly using the correct grammar, vocabulary and pronunciation.
- Listen carefully to what the examiner asks you to do or say. If you don't understand what they have said, then say *I'm sorry, I don't understand. Can you say that again, please?*
- Don't rush – take your time to answer the questions fully.
- If you get stuck, the examiner will help you by prompting with a question.

General tips for teachers

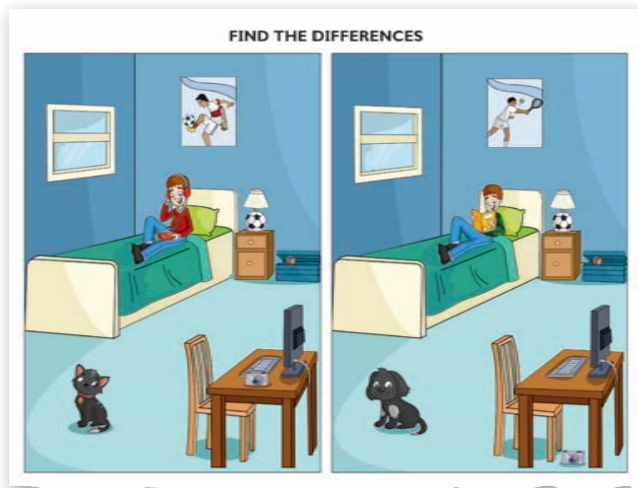
- Use the scripts for Speaking to help students to practise for this part of the test. The CD provides recordings for each of the practice tests, first without student's responses so that students can practise giving their own responses – sometimes, you might need to pause the CD for longer, to give students time to respond. Then the recording is repeated with student's responses, which can be used as a model.

Speaking Part 1

The examiner greets the student and asks their name – this is not assessed.

The examiner shows the student two pictures. The examiner reads a sentence to describe a difference between the two pictures. The student then identifies another four differences and describes them.

This is what Part 1 looks like.



The examiner might start by saying:

Look at these pictures. They look the same, but some things are different. The man in the picture on the wall here is playing football, but the man in the picture on the wall there is playing tennis. What other different things can you see? ...

Tips for students

- Remember to say *Hello* and tell the examiner your name when asked.
- You might find it useful to use some set phrases to compare two pictures:
In this picture, ... and in that picture ... / Here ... and there ... / This ... is ... and that ... is ...

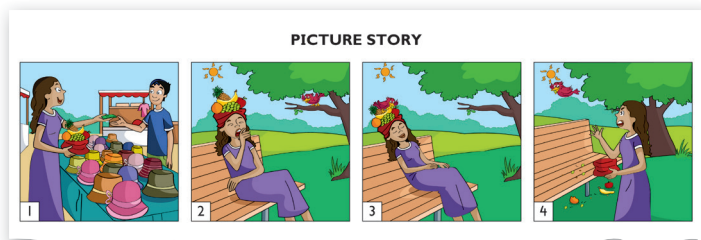
Tips for teachers

- Play vocabulary games (see pages 25–26) with the lexical sets that students might hear in this part of the test, e.g. colours, positions, appearance, activity, shape and relative size (see *Movers* vocabulary list at the back of this guide).
- Describe a picture to students and ask them to draw what they hear, but don't be too precise about exact positional or colour details. Then get students to compare what they've drawn and describe the differences.

Speaking Part 2

The examiner shows the student a sequence of four pictures, which tell a story. The examiner tells the student the title of the story and describes what's happening in the first picture. The student then describes what is happening in the remaining three pictures. Students are not expected to give a continuous narrative of the story, but are being tested on describing each picture in turn.

This is what Part 2 looks like.



The examiner might start by saying:

These pictures show a story. It's called, "A New Hat". Look at the pictures first. This woman is at the market. She's buying a new hat. The hat has got fruit on it. The woman is happy. Now you tell the story. ...

Tips for students

- Look at all the pictures before you start to speak, but don't worry if you don't quite understand the full sequence – you are not expected to tell a full story, but simply to describe each picture in turn.
- Use the adjectives that you have learnt in class to describe the things you can see in the picture, e.g. talk about what colour things are, what they look like, what clothes people have on, where things are.
- Use the present continuous to talk about what people are doing in the pictures.

Tips for teachers

- Provide plenty of practice in the structures that students may need to use in this part:
 - *there is / there are*
 - present tense of the verbs *be* and *have (got)*
 - modals *can / can't* and *must / mustn't*
 - present continuous of action verbs, e.g. *play, read, look at, write, laugh, go*.
- Play vocabulary games (see pages 25–26) with the lexical sets that students might hear in this part of the test, e.g. feelings, colours, positions, appearance, activity, shape and relative size (see *Movers* vocabulary list at the back of this guide).
- Prepare a set of five pictures that tell a story using language from the *Movers* syllabus. Cut them up and give a set of pictures to each pair of students. Ask them to put them in the right order and then describe what's happening in each picture. You could ask students to draw their own picture stories for this activity, too.

Speaking Part 3

The examiner shows the student four sets of four pictures. One picture in each set is the odd one out. The examiner will describe the odd one out in the first set of four. The child must identify the odd ones out in the remaining three sets of four and describe why each picture is unlike the others in the set.

This is what Part 3 looks like.



The examiner might say:

Now look at these four pictures. One is different. The bed is different. You can find a toothbrush, a towel and a shower in the bathroom. But you can't find a bed there. You find a bed in the bedroom. Now you tell me about these pictures. Which one is different? Why? ...

Tips for students

- Remember that you must explain why you've chosen the odd one out. But you don't have to give long answers. You can give simple reasons for why the pictures are different, e.g. in question 1 above you could just say *This is a pet, these aren't*.

Tips for teachers

- Play vocabulary games (see pages 25–26) with the lexical sets that students might hear in this part of the test, e.g. clothes, food, animals, jobs, places, the body, drinks, sports and leisure, transport, work (see *Movers* vocabulary list at the back of this guide). Make sure that the students know the group word for these lexical sets, so that they can say, e.g. *these are animals* and *that's a job*.
- Give the students plenty of practice in explaining differences and justifying their choices. Use flashcards from the different lexical sets to recreate this part of the speaking test. Photocopy lots of odd-one-out picture sets, then play a game under timed conditions where students have to work in pairs to identify / describe the odd one out in each case. The pair who identifies the most wins.
- Get students to draw four sets of four pictures with an odd one out in each set. Swap with a partner and see if they can identify the differences.

Speaking Part 4

The examiner asks the student some personal questions about topics such as their families and friends, their homes, their school and free time activities, their likes and dislikes. There are no pictures in this part.

The examiner might say:

Now, let's talk about your home. Do you live in the country or a city? ...

How many bedrooms does your house have? ...

What do you like doing in your living room? ...

Tell me about your bedroom. ...

Tips for students

- Listen to the examiner's questions carefully because they will give you clues about what the answers should be, e.g. if you hear the word *Who ...?* then you know the answer will be a person.
- Don't worry about giving very long answers – sometimes just a few words is enough, e.g. *A city* would be a perfectly good answer to the first question above.
- The last question is your chance to say a bit more. It will start with *Tell me about ...* Try to say three sentences in reply to this question.

Tips for teachers

- Give the students plenty of practice in asking and answering personal questions. Write some questions on the board, e.g. *What's your favourite hobby? How old is your brother? Can you play tennis? Where did you go on your last holiday?* Ask a student to stand up and choose a question. They choose another student to ask the question to, who in turn stands up and answers it. Continue around the class.
- Do pair work. Write some personal questions on separate pieces of paper and hand them out. Students shuffle them and place them face down on the table. They take turns to choose a piece of paper and ask and answer questions in pairs.
- Devote time in the classroom to working on fluency. Allow students the chance to talk about a topic uninterrupted. Note down any mistakes for a feedback session at the end.

Tips for students on test day

Before the test

- Bring pencils, a rubber and a pencil sharpener with you. Write answers in pencil so that you can easily correct any mistakes.
- Bring coloured crayons or pencils in the full range of colours you will need for the colouring exercise (black, blue, brown, green, orange, purple, red, white, yellow).
- Arrive in plenty of time for the test.

During the test

- Don't be nervous. This test is designed to help you to show what you do know and not what you don't.
- Read all the instructions carefully, so that you know exactly what to do.
- Look at the pictures and the details in them carefully because these can sometimes help you to understand the questions better.
- Read all questions all the way through before you answer them.
- Try to use the correct spelling – this is essential in the Reading & Writing paper, but not so important in the Listening paper unless a word is spelt out on the recording.
- Don't leave any blank spaces – if you don't know the answer, have a guess.
- Remember the timing of the practice tests you've done in class – don't work too quickly or too slowly.
- Remember to check the back pages of the test so you don't leave out any parts.
- Check your answers carefully when you've finished.

Vocabulary practice

At the back of this guide, you will find a list of all the vocabulary in the *Movers* syllabus. Use the topic-by-topic list with the games below to focus on particular areas of vocabulary that your students need practice in. Some topics regularly appear in specific parts of each paper (see pages 6–23 for advice on this), so you can use the games below to provide extra practice in these areas.

Some American equivalent words are included in the vocabulary list. Although the British variant will be used in texts, students may need to understand the American words in some of the other parts of the test.

The vocabulary list also includes the names that students will need to recognise at this level. Include them in activities throughout the course.

Make sure that students understand the words used in instructions that they will hear / see during the test by practising them in class. These are the words used most frequently:

Verbs		Nouns		Adjectives
<i>choose</i>	<i>read</i>	<i>answer</i>	<i>number</i>	<i>best</i>
<i>colour</i>	<i>see</i>	<i>box</i>	<i>part</i>	<i>correct</i>
<i>complete</i>	<i>tick</i>	<i>day</i>	<i>picture</i>	<i>different</i>
<i>draw</i>	<i>tell</i>	<i>difference</i>	<i>question</i>	<i>right</i>
<i>listen</i>	<i>talk</i>	<i>example</i>	<i>story</i>	<i>same</i>
<i>look</i>	<i>write</i>	<i>line</i>	<i>text</i>	
		<i>name</i>	<i>word</i>	

Make a set of flashcards for use in some of the vocabulary games below. Draw pictures, or stick pictures from magazines on same-size pieces of card to represent nouns or actions. Make sets of cards for the different lexical sets that are in the *Movers* vocabulary list, e.g. animals, the body, clothes, family, food (see *Movers* vocabulary list at the back of this guide). Use the flashcards for vocabulary practice as follows:

- Hold up a flashcard for students to call out the word, e.g. *sandwich*.
- Hold up a flashcard for students to build a sentence with the word, e.g. *I like sandwiches; my favourite sandwich is cheese and tomato*.
- Use flashcards to prompt your students to answer questions, e.g. *Can I have a sandwich? (Yes, you can), What's your favourite sandwich? (Cheese and tomato)*.

Vocabulary games

Mystery word

- Choose a group of words that you want to practise.
- Choose a flashcard. Then next to it, write the correct number of dashes for each letter of the word, e.g. _ _ _ _ _ (*panda*)
- Students take turns to come to the board and write a letter. First they say the letter. If it's correct, they write it on one of the letter dashes. If it is incorrect, they write it in a circle next to the word and cross it out, so that no-one chooses that letter a second time.
- Continue until the students have spelt the word correctly.

Secret whispers

- Write a group of words on a piece of paper or display a group of flashcards on the table. Ask one student to choose a word silently and whisper it to the child next to him or her.
- Students continue whispering the word around the group. The last child stands up and says the word to the group to see if it's the same as the original word chosen by the first student.

Anagram words

- Choose a flashcard. Write the jumbled letters of the word on the board. Then next to it, write the correct number of dashes for each letter.
- Point to the flashcard and elicit the word from the class.
- Students take turns to come to the board and write one letter at a time. Each time they choose a letter they must cross it out from the anagram.
- Continue until they have completed the word.

Snap!

- Choose a set of flashcards. Put the flashcards in a pile on the table. Choose a word from the group and write it on the board.
- Take a card from the pile, keeping it turned towards you and hidden from the class. Quickly turn it around so that they can see it. If the word represented by the flashcard matches the word written on the board they must shout *Snap!* and then say the word correctly.

Bingo!

- Choose a group of words you want to practise. Write the words on the board.
- Ask the students to draw a 3 x 3 grid on a piece of paper. In each of the squares, they write a different word from the list on the board.
- Call out or define the words from the list on the board in turn. Keep a secret note of the words as you say them, so that you don't repeat them.
- Students cross out the words on their grid as they hear them. The first student to cross off a line of three shouts *Bingo!*

Mime it!

- Write a group of action words on the board or display a group of flashcards on the table.
- Students take turns to come to the front of the class and mime one of the words on the board.
- When students call out the word correctly, cross out the word or turn over the flashcard. This can be played as a class activity or in teams.

Yes or no?

- Hold up a flashcard and say a sentence using or not using the word.
- For example, hold up the coffee card and say *I'm drinking a cup of coffee*. Students call out *yes*. Hold up the towel card and say *I'm cleaning my teeth with my toothbrush*. Students call out *no*.

Colour dictation

- Photocopy a black and white line drawing of a scene which is suitable for the level, e.g. a farm scene or a picnic scene. Give a copy to each student in the class and keep a copy for yourself.
- Give colouring instructions, e.g. *Can you see the man standing next to the hens?* Colour his sweater purple. Colour your own picture as you do so, making sure the students can't see what you're doing.
- When you've finished, pin your coloured picture to the board. Students compare their pictures with yours.

Memory chain

- Say a sentence that ends with a word from a vocabulary group you want to practise, e.g. *I like pasta ...*
- Choose a student to repeat the sentence and add a word, e.g. *I like pasta and oranges ...* The next child repeats the sentence and adds another word, and so on.
- Continue until someone forgets a word in the chain or until you have practised all the words.

What is it?

- Choose a selection of flashcards from different word groups and shuffle them.
- Take one, look at it and put it face down on the desk. Start describing it for the students to guess what it is, e.g. *It's very very big. It's an animal. It lives in the sea. It's the biggest animal in the world*. Students call out the answer. *It's a whale!*
- Hand the cards out to the class. Students take turns to describe their flashcards for the class to guess.

Key to tests

Test 1: Audio scripts for Listening

Listening Part 1

Track 01

*Practice tests for Cambridge English: Movers.
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Hello. This is the Collins practice tests for Cambridge English: Movers Listening Test, Test 1.

Look at Part 1. Look at the picture. Listen and look. There is one example.

- Woman: What are you doing in this picture? Is it a lesson?
- Boy: No, it isn't. We couldn't go to the playground because it rained that day. We played in the classroom after lunch.
- Woman: Oh, OK. Who's that?
- Boy: The blonde girl who's drawing the house on the board?
- Woman: Yes, who's she?
- Boy: That's Vicky. She's very good at drawing.

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

1

- Boy: Can you see Nick?
- Woman: No, which one's he?
- Boy: He's the boy who's painting a picture. He's got brown hair like me.
- Woman: Oh yes, I can see. That's a great picture. Is it a dolphin?
- Boy: Yes, I think it is.

2

- Woman: Who's the girl who's playing on the computer?
- Boy: Which one do you mean?
- Woman: The one with the longer hair who's wearing a sweater.
- Boy: That's Sally. She's playing a pirate game with the letters of the alphabet.
- Woman: That looks good.
- Boy: Yes, it is.

3

- Boy: And there's my best friend. He's called Bill.
- Woman: Where's he?
- Boy: He's next to the cupboard and he's reading a book.
- Woman: Oh yes, he's laughing. That book must be very funny.
- Boy: Yes, I read it too. It's about a clown.

4

- Woman: One person isn't happy.
- Boy: Who do you mean?
- Woman: That boy with brown hair who's looking out of the window.
- Boy: Oh yes, that's Alex. He loves football. He wanted to play football that day. That's why he's sad.
- Woman: Oh dear.
- Boy: He was happy after school because it was sunny and we played football in the park.
- Woman: That's good.

5

- Woman: Who's that boy who's sitting under the desk?
- Boy: The one who's eating an apple?
- Woman: Yes. Who's he?
- Boy: That's Tony.
- Woman: Why's he under the desk?
- Boy: I don't know!

Now listen to Part 1 again.

[The recording is repeated.]

That is the end of Part 1.

Listening Part 2

Track 02

Part 2. Listen and look. There is one example.

- Girl: Can I ask you some questions about the sports centre? It's for my homework.
- Man: Yes, OK.
- Girl: Thanks. So, how often do you come to the sports centre?
- Man: I come every Saturday.
- Girl: Thank you.

Can you see the answer? Now you listen and write.

1

- Girl: And what's your favourite sport?
- Man: Oh, that's difficult. I sometimes have a swim.
- Girl: OK, shall I write "swim" then?
- Man: No, I like playing tennis more than having a swim. Write "tennis".
- Girl: OK.

2

Girl: And how do you get here? Do you come by bus?
Man: No, I don't. I come by car because it's quicker than the bus.
Girl: OK. Thanks. I'm writing that now.

3

Girl: Who do you come to the sports centre with?
Man: I always come with my son.
Girl: OK. Is he here today?
Man: Yes, he's having a shower.
Girl: OK.

4

Girl: Why do you like this sports centre? Is it because it's near your house?
Man: No, I like this centre because it's clean.
Girl: Yes, it is.

5

Girl: Can you tell me your name, please.
Man: Yes, it's Mr Pitt.
Girl: Can you spell that for me, please.
Man: Yes, it's P-I-double T.

Now listen to Part 2 again.
[The recording is repeated.]

That is the end of Part 2.

Listening Part 3

Track 03

Part 3. Look at the pictures. What did Peter do last week? Listen and look. There is one example.

Woman: What did you do last week, Peter?
Boy: I went to my aunt and uncle's house.
Woman: Great, what day did you go?
Boy: I went on Monday.
Woman: Did you go by car?
Boy: No, I went by train.

Can you see the line from the word "Monday"? On Monday, Peter went on a train. Now you listen and draw lines.

1

Woman: And what did you do with your family?
Boy: Well, the best day was Tuesday.
Woman: Why's that?
Boy: We went to the zoo. It was great.
Woman: Wow! What animals did you see?
Boy: I saw giraffes and elephants!

2

Woman: What did you do on Sunday?
Boy: Mmm, oh yes, that was a good day too. We went for a picnic in the countryside.
Woman: Did you eat sandwiches and cake?
Boy: Yes, and we drank lemonade.
Woman: Mmm.

3

Boy: Then on Wednesday, it rained.
Woman: What did you do then?
Boy: We went to the cinema to see a movie.
Woman: What movie did you see?
Boy: It was called *Shark Story*. It was very exciting!
Woman: That's good.

4

Woman: And what did you do on Saturday?
Boy: Hmm, I don't know. Oh yes, we were at home on Saturday.
Woman: And what did you do at home?
Boy: I played computer games with my cousin Sam.
Woman: Oh, OK.

5

Woman: Did you do any shopping last week?
Boy: Yes, I went to town on Thursday to buy my mother a birthday present.
Woman: Oh, what did you buy her?
Boy: I got her a new book. She likes reading.
Woman: Great.

Now listen to Part 3 again.
[The recording is repeated.]

That is the end of Part 3.

Listening Part 4

Track 04

Part 4. Look at the pictures. Listen and look. There is one example.

What's the matter with Paul?

Woman: What's the matter, Paul? Have you got a stomach-ache?
Boy: No, my stomach is OK. It's my ears that hurt.
Woman: Oh dear, do you have a headache too?
Boy: No, I only have an earache.
Woman: Shall we go and see the doctor?
Boy: Let's see how I am in the morning.
Woman: OK.

Can you see the tick? Now you listen and tick the box.

1

Which man is Mary's father?

Girl: There's my dad.
Man: Which one's he, Mary? Is he the one with the blonde curly hair?
Girl: No, my dad has brown hair like me.
Man: Does he have a moustache?
Girl: Yes, he does and he has a beard too. Can you see him now?
Man: Oh yes, I can see him.

2

What's Jane doing now?

- Boy: What's Jane doing, Mum? Is she playing tennis?
Woman: No, she played tennis this morning, but now she's watching a DVD about football.
Boy: Oh, OK. Can I watch it too?
Woman: Yes, you can.

3

What did Fred have for breakfast today?

- Girl: Hmm, I had egg and tomato for breakfast. What did you have, Fred?
Boy: I wasn't hungry this morning. I had some fruit.
Girl: What fruit did you eat? Did you have an orange?
Boy: No, I had a banana and an apple.

4

What work does Sue's mum do?

- Man: Sue, is your mum a farmer like your dad?
Girl: No, she works at the hospital. She's a doctor.
Man: Oh. And what do you want to do when you're a grown-up?
Girl: Hmm, I want to be a teacher.

5

What present did Kim get yesterday?

- Girl: I got a great present from my aunt yesterday. What do you think it was?
Boy: Oh, was it a CD player?
Girl: No, it wasn't. Try again.
Boy: Err, was it a new bike?
Girl: No! It was a new puppy!
Boy: Wow! That's great!

Now listen to Part 4 again.

[The recording is repeated.]

That is the end of Part 4.

Listening Part 5

Track 05

Part 5. Look at the picture. Listen and look. There is one example.

- Man: Would you like to colour this picture for me?
Girl: Yes, please. What fun they are having at the beach!
Man: There's a man who's fishing. Can you see him?
Girl: Yes, I can.
Man: Colour his trousers red.
Girl: OK, I'm doing that now.

Can you see the red trousers? This is an example. Now you listen and colour and write.

1

- Girl: What shall I colour now?
Man: Can you see the boy playing in the sand?
Girl: Which one?
Man: The older boy who's playing nearer to the sea.
Girl: Yes, I can see him.
Man: Colour his T-shirt green.
Girl: OK.

2

- Man: There's a blanket on the sand.
Girl: Yes, two people are sitting on it.
Man: That's right. Have you got a purple pencil?
Girl: Yes, I have.
Man: Then do the blanket that colour.

3

- Man: Would you like to write something on this picture too?
Girl: Yes, I love writing.
Man: Good. Write the word "wet" on one of the boats.
Girl: Shall I write it on the bigger boat?
Man: Yes, good idea.

4

- Girl: And can I colour the sail of the smaller boat?
Man: Yes, OK. You choose the colour.
Girl: Hmm, I think yellow would be good for that sail.
Man: Yes, you're right.

5

- Man: Now, can you colour one of the birds?
Girl: Yes, OK. Can I colour the one that's flying near the big boat?
Man: No, colour the one that's sitting on the beach next to the man who's fishing. That bird wants to eat the man's fish, I think.
Girl: Oh yes, shall I colour him pink?
Man: Yes, please. That's great. Thanks.

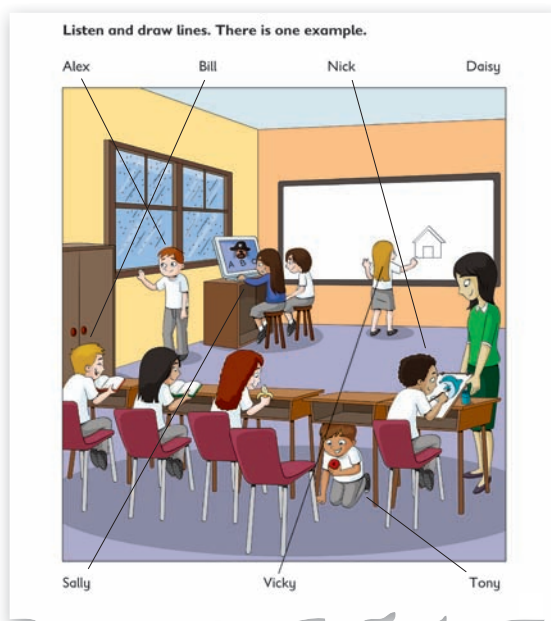
Now listen to Part 5 again.

[The recording is repeated.]

That is the end of the Movers Listening Test, Test 1.

Test 1: Answer key

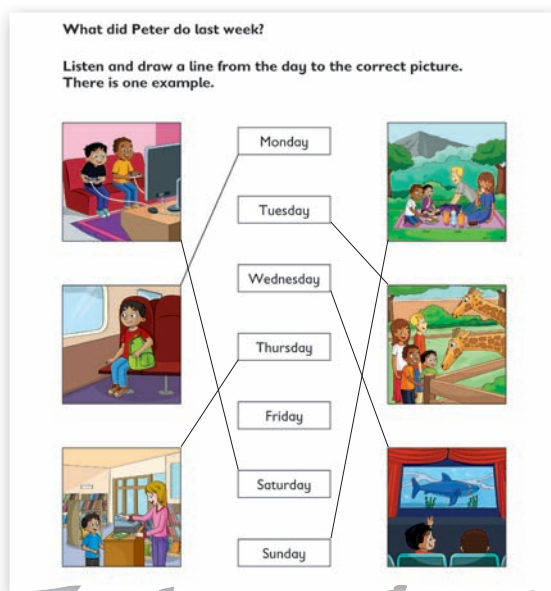
Listening Part 1 (5 marks)



Listening Part 2 (5 marks)

- | | |
|-----------|---------|
| 1 tennis | 2 car |
| 3 son | 4 clean |
| 5 Mr Pitt | |

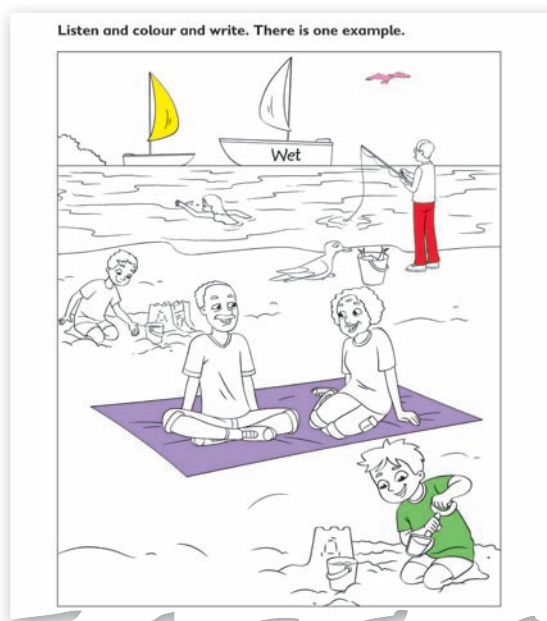
Listening Part 3 (5 marks)



Listening Part 4 (5 marks)

- | | |
|-----|-----|
| 1 A | 2 B |
| 3 C | 4 A |
| 5 A | |

Listening Part 5 (5 marks)



Reading & Writing Part 1 (6 marks)

- | | |
|------------|--------------|
| 1 a doctor | 2 a kitten |
| 3 earache | 4 a hospital |
| 5 football | 6 a whale |

Reading & Writing Part 2 (6 marks)

- | | |
|-------|-------|
| 1 yes | 2 no |
| 3 yes | 4 no |
| 5 no | 6 yes |

Reading & Writing Part 3 (6 marks)

- | | |
|-----|-----|
| 1 B | 2 A |
| 3 A | 4 B |
| 5 A | 6 C |

Reading & Writing Part 4 (7 marks)

- | | |
|------------------------------------|-----------|
| 1 ate | 2 cold |
| 3 trees | 4 tallest |
| 5 shouted | 6 arms |
| 7 Vicky's exciting day at the park | |

Reading & Writing Part 5 (10 marks)

- | | |
|--------------------|------------------|
| 1 small pink house | 2 a story |
| 3 dream | 4 Mr Sam |
| 5 his house | 6 and white |
| 7 his old scarf | 8 woke up |
| 9 in a story | 10 behind a tree |

Reading & Writing Part 6 (5 marks)

- | | |
|----------|-------|
| 1 to | 2 ate |
| 3 didn't | 4 his |
| 5 when | |

Test 1: Scripts for Speaking

Speaking Parts 1–5

Track 06

[This is the recording without student's responses. This recording includes pauses so that students can practise taking part in the Speaking Test. Sometimes, you might need to pause the CD for longer, to give students time to respond.]

Track 07

[This is the recording with student's responses.]

Part	To do	To say	Student's response (variations possible)	Back-up questions
1	<p>[The usher brings the student in.]</p> <p>Show the student both find the difference pictures.</p>	<p>[The usher to the examiner: <i>Hello, this is (student's name).</i>]</p> <p><i>Hello (student's name), my name's (examiner's name).</i></p> <p><i>How old are you?</i></p> <p><i>Look at these pictures. They look the same, but some things are different.</i></p> <p><i>The man in the picture on the wall here is playing football, but the man in the picture on the wall there is playing tennis.</i></p> <p><i>What other different things can you see?</i></p>	<p><i>Hello.</i></p> <p><i>Nine. etc.</i></p> <p><i>The boy here is wearing a red sweater, but the boy there is wearing a green sweater.</i></p> <p><i>He's listening to a CD player here, but he's reading a comic there.</i></p> <p><i>There's a cat here, but there's a dog there.</i></p> <p><i>There's a camera on the desk here, but there's a camera under the desk there.</i></p>	<p><i>Are you nine?</i></p> <p>Point to differences the student doesn't mention. Give first half of response: <i>The boy here is wearing a red sweater ...</i></p> <p><i>He's listening to a CD player here ...</i></p> <p><i>There's a cat here ...</i></p> <p><i>There's a camera on the desk here ...</i></p>

Part	To do	To say	Student's response (variations possible)	Back-up questions
2	<p>Show the student the picture story. Allow the student time to look at the pictures.</p> <p>Point at the other pictures.</p>	<p><i>These pictures show a story. It's called "A New Hat". Look at the pictures first.</i></p> <p><i>This woman is at the market. She's buying a new hat. The hat has got fruit on it. The woman is happy.</i></p> <p><i>Now you tell the story.</i></p>	<p><i>The woman is in a park. She's tired. She's sitting in a chair. It's very sunny. There's a bird in the tree that is watching the woman.</i></p> <p><i>The woman is sleeping. The bird is sitting on the hat. The bird is eating the fruit.</i></p> <p><i>The woman is awake now. Her hat hasn't got any fruit on it now. She's very angry with the bird. She's shouting at the bird.</i></p>	<p>Point at the pictures.</p> <p>Where is the woman?</p> <p>Is she tired?</p> <p>What is she doing?</p> <p>What's that bird doing?</p> <p>What's the woman doing now?</p> <p>What's the bird doing?</p> <p>Is the woman sleeping now?</p> <p>Has her hat got any fruit on it?</p> <p>Is the woman happy?</p> <p>What's she doing?</p>
3	<p>Show the student the odd-one-out pictures.</p> <p>Reveal, using a separate blank card, each set of pictures in turn.</p>	<p><i>Now look at these four pictures. One is different. The bed is different. You can find a toothbrush, a towel and a shower in the bathroom. But you can't find a bed there. You find a bed in the bedroom.</i></p>		

Part	To do	To say	Student's response (variations possible)	Back-up questions
		<i>Now you tell me about these pictures. Which one is different? Why?</i>	<i>The shark is different. The shark lives in the sea. The lion, the dog and the bear don't live in the sea.</i> <i>The boy who is happy is different. The boy who has earache isn't happy. The boy who has a headache isn't happy. The boy who has stomach-ache isn't happy.</i> <i>The sandwich is different. You drink milk, juice, and lemonade. You eat a sandwich.</i>	<i>What are these animals?</i> <i>Which animal do people have as a pet?</i> <i>Is this boy happy and well?</i> <i>Is he happy and well here? What's the matter with him here? And here? And here?</i> <i>Which things can you drink? Which can you eat?</i>
4	Put the pictures away.	<i>Now let's talk about your home.</i> <i>Do you live in the country or a city?</i> <i>How many bedrooms does your house have?</i> <i>What do you like doing in your living room?</i> <i>Tell me about your bedroom.</i> <i>OK, thank you. Goodbye.</i>	<i>I live in a city.</i> <i>It has three bedrooms.</i> <i>I like watching TV and playing on the computer.</i> <i>It has red walls. There's a bed and a desk in it. I like it.</i> <i>Goodbye.</i>	<i>Do you live in the country?</i> <i>Are there two bedrooms in your house?</i> <i>Do you like watching TV in the living room?</i> <i>What colour are the walls of your bedroom? Is there a bed/desk? Do you like it?</i>

Test 2: Audio scripts for Listening

Listening Part 1

Track 08

Hello. This is the Collins practice tests for Cambridge English: Movers Listening Test, Test 2.

Look at Part 1. Look at the picture. Listen and look. There is one example.

Boy: Look at this picture I took last Saturday when I went to the sports centre with some of my friends.

Woman: That's a great picture.

Boy: Thanks. Can you see Mary?

Woman: Which one's she?

Boy: She's the girl who's playing basketball.

Woman: Oh yes, has she got long blond curly hair?

Woman: Yes, she has.

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

1

Boy: My best friend Peter is playing football.

Woman: Which one's he?

Boy: He's the one who's wearing a green T-shirt. He's got short black hair.

Woman: Oh yes, I can see him.

Boy: He's very good at football.

2

Woman: There's another boy playing football.

Boy: The one who's wearing the red trousers?

Woman: Yes. What's his name?

Boy: He's called Ben. He's in my class at school.

Woman: Mmm.

3

Boy: Look at Sue.

Woman: What's she doing?

Boy: She's playing tennis. She's the tallest girl in our class.

Woman: Oh yes, I can see her. Is she wearing a pink skirt?

Boy: Yes, that's right.

4

Woman: One child isn't doing sports.

Boy: Who do you mean?

Woman: That girl who's sitting under the tree.

Boy: Oh yes, that's Anna. I think she was tired.

Woman: Yes.

5

Boy: And there's my cousin, Kim.

Woman: Which one's she?

Boy: She's watching the basketball game. She's the girl with the shorter hair who's smiling. Can you see her?

Woman: Oh yes. Is she wearing a purple hat?

Boy: Yes, she is.

Now listen to Part 1 again.

[The recording is repeated.]

That is the end of Part 1.

Listening Part 2

Track 09

Part 2. Listen and look. There is one example.

Woman: Good morning class, I had a great weekend. Shall I tell you about it?

Boy: Yes please, Mrs Jack.

Woman: OK, ask me some questions, then write down my answers in your books. OK, who has a question?

Boy: I do. Where did you go?

Woman: I went to the mountains.

Can you see the answer? Now you listen and write.

1

Woman: Any more questions?

Boy: Yes! Who did you go with?

Woman: I went with my brother.

Boy: What's he called?

Woman: His name is Peter.

2

Boy: And where did you sleep?

Woman: We slept at my friend's house which is next to a lake.

Boy: What's the lake called Mrs Jack?

Woman: It's called the Calm Lake.

Boy: Can you spell that, please?

Woman: Yes, it's C-A-L-M.

Boy: Thanks.

3

Boy: How many nights did you sleep there?

Woman: We were there for two nights, Friday and Saturday.

Boy: Did you want to come home?

Woman: Yes, I did! I wanted to come and tell you about it.

4

Boy: What did you do in the mountains?

Woman: We went for long walks. It was very beautiful. I saw lots of rivers and waterfalls too.

Boy: Mmm, I love waterfalls!

Woman: Me too!

5

- Boy: And did you go by car to the mountains?
Woman: No, we went by train because it's quicker than the car.
Boy: OK. Thanks. I don't have any more questions.

Now listen to Part 2 again.
[The recording is repeated.]

That is the end of Part 2.

Listening Part 3

Track 10

Part 3. Look at the pictures. What did Daisy do last week? Listen and look. There is one example.

- Man: What did you do last week, Daisy?
Girl: I went to a farm with my family.
Man: Wow! Was it good?
Girl: Yes, it was great. On Sunday, I went for a ride on a horse!
Man: Did the horse go quickly?
Girl: No, it was a slow horse.

**Can you see the line from the word "Sunday"?
On Sunday, Daisy went for a ride on a horse.
Now you listen and draw lines.**

1

- Man: And what did you do on Tuesday?
Girl: Mmm, I don't know. Oh yes, we went for a long walk with the dogs.
Man: Where did you go?
Girl: We went to a forest. It was very beautiful. But I was tired that night.
Man: Yes, I'm not surprised after a long walk.

2

- Man: What about Saturday?
Girl: On Saturday, I gave some food to the chickens.
Man: Did they eat a lot of food?
Girl: Yes, they were very hungry. They ate all the food very quickly and very loudly!

3

- Girl: And on Wednesday I went for a ride in the farmer's truck.
Man: Wow! Where did you go?
Girl: We drove around the farm and saw some sheep.
Man: Oh, OK.
Girl: The farmer has lots of white sheep and two black sheep. I was surprised because I never knew that there were black sheep! I thought they were all white!
Man: Hmm.

4

- Man: And what about Thursday?
Girl: It rained on Thursday.
Man: What did you do?
Girl: I helped the farmer to cook lots of cakes.
Man: Oh, OK.

5

- Girl: Then on Friday we took the cakes to the market near the farm.
Man: Oh, great. Did lots of people buy them?
Girl: Yes, they bought all of them!
Man: Did you eat any?
Girl: The farmer gave me one small cake because I helped him to make them!

Now listen to Part 3 again.
[The recording is repeated.]

That is the end of Part 3.

Listening Part 4

Track 11

Part 4. Look at the pictures. Listen and look. There is one example.

What pet does Sally want to get?

- Man: What pet do you want to have, Sally? Do you want a kitten?
Girl: No. I wanted a puppy last week.
Man: Do you want a puppy now?
Girl: No, I want a mouse! A black and white one.
Man: Oh, I don't like mice!

Can you see the tick? Now you listen and tick the box.

1

Where's Alex now?

- Boy: Hi, Mum.
Woman: Hi, Alex. Where are you? Are you at school?
Boy: No, I'm not. I'm playing football in the park with my friends. Shall I come home now, Mum?
Woman: Yes, please. Can you buy some milk from the supermarket before you come home?
Boy: OK.
Woman: Thanks.

2

Which is Pat's teacher?

- Boy: Look at this school picture. You can see all the children and teachers at my school.
Woman: Wow! Which one is your teacher? Is she the one with the curly red hair who is wearing a green jacket?
Boy: No, she has curly black hair. And she's wearing a green sweater.
Woman: Hmm, is she the one with the big purple glasses?
Boy: No, that's not her. My teacher doesn't wear glasses.
Woman: Oh yes, I see her. She's smiling.
Boy: Yes, that's her.

3

What's the weather like today?

Woman: Wake up, John.
Boy: Good morning, Mum.
Woman: Get dressed quickly.
Boy: Is it raining like yesterday?
Woman: No. It was sunny when I woke up. But now it's cloudy and cold. Wear some trousers and a sweater.
Boy: OK.

4

What's the film that Jane is watching about?

Boy: Jane, what are you doing?
Girl: I'm watching a film.
Boy: Can I watch it too? Is it about pirates?
Girl: No, I don't like pirate films. It's about a girl who's very good at dancing.
Boy: Boring! I want to watch a film about monsters.
Girl: Well, you can't! Now, be quiet, I'm trying to listen.

5

Where's Jill's homework?

Girl: Dad, where's my homework? I have to give it to my teacher today. I thought it was in my school bag. But I can't see it there.
Man: I saw it upstairs on your desk yesterday.
Girl: I looked there. It isn't in my room.
Man: Oh, here it is. Why was it under your towel?
Girl: Oh yes! I had it in my hand when I went to wash my face! Thanks, Dad!

Now listen to Part 4 again.

[The recording is repeated.]

That is the end of Part 4.

Listening Part 5

Track 12

Part 5. Look at the picture. Listen and look.

There is one example.

Man: Do you like this picture of a train station?
Girl: Yes, I do.
Man: Would you like to colour it?
Girl: Yes, please.
Man: OK, can you see the clock on the wall?
Girl: Yes, I can.
Man: Good. Colour it pink.
Girl: I'm doing it now.

Can you see the pink clock? This is an example.

Now you listen and colour and write.

1

Girl: What shall I colour now?
Man: Could you colour one of the people's coats?
Girl: OK. Which one?
Man: Can you see the two girls with curly hair who are standing next to the train?
Girl: Yes, I can.
Man: Colour the coat of the taller girl green.
Girl: OK.

2

Man: Can you see the two dogs in the picture?
Girl: Yes, I can. I love dogs.
Man: Which dog would you like to colour?
Do you want to colour the one that's next to the door?
Girl: No, I want to colour the one that's sitting under the chair! It has a sad face.
Man: OK, colour that one brown.

3

Man: Now, would you like to write something for me?
Girl: Yes, OK.
Man: Can you see the man with curly hair?
Girl: Yes, I can. He has a big bag.
Man: Yes, he does. Can you write the word "bag" on it?
Girl: Yes, I'm writing "bag" on the bag!
Man: Well done!

4

Man: There's a woman who's listening to her CD player.
Girl: Oh yes, I can see her. She has long straight hair.
Man: Yes, that's right.
Girl: She's wearing a beautiful dress.
Man: Yes, she is. Colour her dress orange.
Girl: OK. That's a good colour for it.

5

Man: One last thing now... what can we have?
Girl: Can I colour that woman's funny hat?
Man: Do you mean the woman who's sitting on the chair and reading a book?
Girl: Yes, she has a flower on her hat. Can I colour the flower yellow?
Man: OK. The picture is much better now!

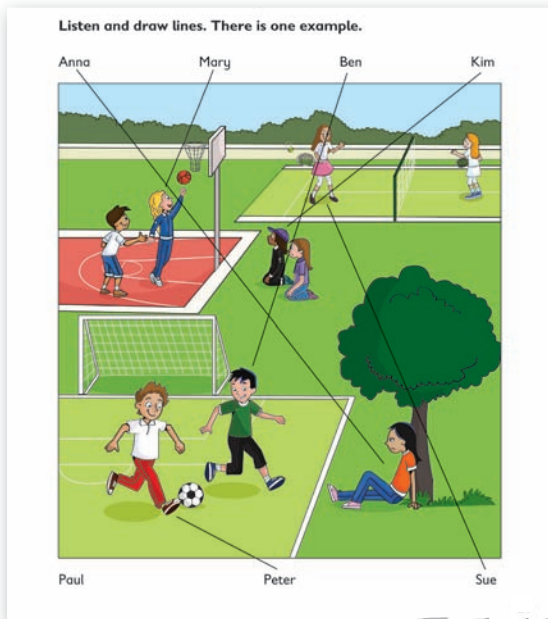
Now listen to Part 5 again.

[The recording is repeated.]

That is the end of the Movers Listening Test, Test 2.

Test 2: Answer key

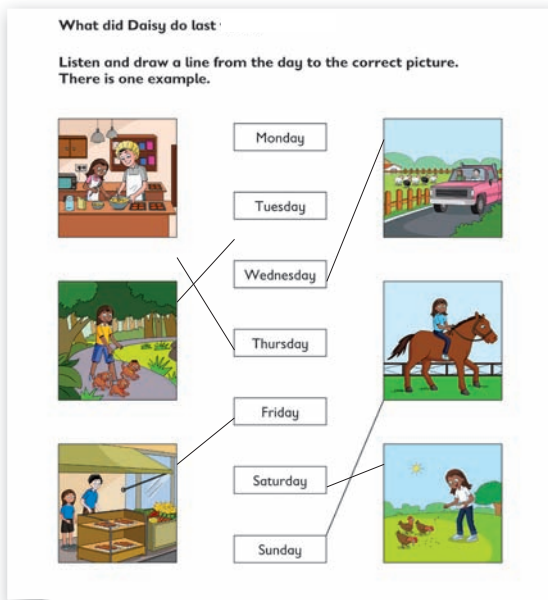
Listening Part 1 (5 marks)



Listening Part 2 (5 marks)

- | | |
|-----------|---------|
| 1 brother | 2 Calm |
| 3 two | 4 walks |
| 5 train | |

Listening Part 3 (5 marks)



Listening Part 4 (5 marks)

- | | |
|-----|-----|
| 1 B | 2 A |
| 3 C | 4 B |
| 5 A | |

Listening Part 5 (5 marks)



Reading & Writing Part 1 (6 marks)

- | | |
|-----------------|------------|
| 1 a library | 2 teeth |
| 3 a supermarket | 4 a neck |
| 5 tea | 6 a picnic |

Reading & Writing Part 2 (6 marks)

- | | |
|-------|-------|
| 1 yes | 2 no |
| 3 yes | 4 no |
| 5 no | 6 yes |

Reading & Writing Part 3 (6 marks)

- | | |
|-----|-----|
| 1 C | 2 A |
| 3 C | 4 C |
| 5 A | 6 B |

Reading & Writing Part 4 (7 marks)

- | | |
|--------------------------|----------|
| 1 sunny | 2 smiled |
| 3 ride | 4 horses |
| 5 drove | 6 tired |
| 7 A busy day at the farm | |

Reading & Writing Part 5 (1 marks)

- | | |
|---------------|--------------------|
| 1 dog Blackie | 2 the top floor |
| 3 could see | 4 on the wall |
| 5 a map of | 6 the treasure |
| 7 next to | 8 the plant |
| 9 the old boy | 10 comics and toys |

Reading & Writing Part 6 (5 marks)

- | | |
|--------|---------|
| 1 some | 2 on |
| 3 But | 4 their |
| 5 live | |

Part	To do	To say	Student's response (variations possible)	Back-up questions
2	<p>Show the student the picture story. Allow time for the student to look at the pictures.</p> <p>Point at the other pictures</p>	<p><i>These pictures show a story. It's called "Clever Dog". Look at the pictures first.</i></p> <p><i>It's a sunny day. The two boys are playing football next to the lake. They have a picnic too. The dog is watching the ducks in the lake.</i></p> <p><i>Now you tell the story.</i></p>	<p><i>The ball is in the lake. The ducks are swimming near the ball. The boys are sad.</i></p> <p><i>The dog is going in the lake. The dog is taking the ball to the boys. The boys are watching the dog.</i></p> <p><i>One boy is holding the ball. One boy is giving the dog some food.</i></p> <p><i>The boys are very happy.</i></p>	<p>Points at the pictures.</p> <p>Where is the ball now? Are the boys happy?</p> <p>What is the dog doing? What are the boys doing?</p> <p>Point to the boy. What's that boy doing? Point to the other boy. What's that boy doing? Are they happy?</p>
3	<p>Show the student the odd-one-out pictures. Reveal, using a separate blank card, each set of pictures in turn.</p>	<p><i>Now look at these four pictures. One is different. This one is different. In these pictures, the woman is playing sports – football, tennis and basketball. But she's not playing a sport in this picture. She's sitting on a sofa and she's watching TV.</i></p> <p><i>Now you tell me about these pictures. Which one is different? Why?</i></p>	<p><i>The kangaroo is different. The kangaroo is an animal. The skirt, the sweater and the scarf are clothes.</i></p> <p><i>The horse is different. The horse doesn't live in the sea. The dolphin, the shark and the whale live in the sea.</i></p> <p><i>The hospital is different. You can travel in a train, a car and a bus. You can't travel in a hospital.</i></p>	<p>What things can you wear? Point to the kangaroo. Can you wear that?</p> <p>Where do these animals live? Which animals live in the sea? Which animal doesn't live in the sea?</p> <p>Which picture is a place? Which things do we travel in?</p>

Part	To do	To say	Student's response (variations possible)	Back-up questions
4	Put the pictures away.	<p><i>Now let's talk about you and your school.</i></p> <p><i>What's your school called?</i></p> <p><i>How do you get to school?</i></p> <p><i>What do you do in the playground?</i></p> <p><i>Tell me about your teacher.</i></p> <p><i>OK, thank you. Goodbye.</i></p>	<p><i>My school is called City School.</i></p> <p><i>I go by bus.</i></p> <p><i>I play football with my friends.</i></p> <p><i>My teacher is called Mrs Tell. She's nice. She's young and she doesn't shout very often.</i></p> <p><i>Goodbye.</i></p>	<p><i>Is your school called City School?</i></p> <p><i>Do you go to school by car?</i></p> <p><i>Do you play games with your friends?</i></p> <p><i>Is your teacher a man or woman? What's his / her name? Is he / she young or old? Is he / she nice? Does he / she often shout?</i></p>

Test 3: Audio scripts for Listening

Listening Part 1

Track 15

Hello. This is the Collins practice tests for Cambridge English: Movers Listening Test, Test 3.

Look at Part 1. Look at the picture. Listen and look. There is one example.

- Girl: Look at this picture of when I went to a farm with my family last week.
Man: It looks great. Who's that? The woman who's giving some food to the chickens.
Girl: That's my aunt.
Man: Oh, I think I know her. What's her name?
Girl: She's called May.
Man: Oh yes.

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

- 1**
Man: Where's your Uncle Tom? I know him too.
Girl: There he is. He's wearing a green scarf.
Man: Oh yes. I see him. He's carrying lots of bottles of milk. Where's he taking them?
Girl: He's helping the farmer. He's taking them to the farm.
Man: OK.

- 2**
Man: Who's that? The girl with the long blonde curly hair who's playing with the puppies.
Girl: That's my cousin Jane.
Man: Those puppies are beautiful.
Girl: Yes, Jane loved them. She wanted to take one home, but her mum said she couldn't.
Man: I want one too!

- 3**
Girl: And there's my favourite cousin.
Man: Where?
Girl: He's the boy who's wearing the red coat. He's pointing to the sheep in the field behind the farm.
Man: Oh yes, I can see. What's he called?
Girl: His name is Fred.

- 4**
Man: Is that your brother climbing the tree?
Girl: Yes, how did you know?
Man: He's got brown curly hair like you!
Girl: Oh yes.
Man: What's his name?
Girl: He's called Bill.

- 5**
Man: That girl next to the cows is angry.
Girl: Which one?

- Man: The one with the shorter hair.
Girl: Oh yes, that's my cousin Lucy. She's angry because she wanted to go to the cinema and not the farm!
Man: Oh, I see.

Now listen to Part 1 again.

[The recording is repeated.]

That is the end of Part 1.

Listening Part 2

Track 16

Part 2. Listen and look. There is one example.

- Man: Hello, class. I have something exciting to tell you. I got a new pet yesterday.
Girl: Wow! That's great, Mr Beard! Tell us about it.
Man: Why don't you ask me questions, then write down my answers.
Girl: OK, what pet did you get?
Man: I got a new kitten!

Can you see the answer? Now you listen and write.

- 1**
Girl: I love kittens! What colour is it?
Man: Well, there was a beautiful brown kitten at the shop, but he was very young and he had to be with his mother. Then I saw a little black kitten and I loved him!
Girl: Did you get the black one then?
Man: Yes, I did. Write that down.

- 2**
Man: Any more questions?
Boy: Yes, how old is the kitten?
Man: I don't know when his birthday is, but I think he's 10 weeks old. He's very small and beautiful!
Boy: Hmm.

- 3**
Boy: And what does he like to do?
Man: Well, he can't go outside yet because he's too young. But he likes to run and jump inside.
Boy: I love playing with kittens!
Man: Me too.

- 4**
Girl: What does he eat? Does he like meat or fish?
Man: No, he eats kitten food.
Girl: Does he eat a lot of kitten food?
Man: Yes, he's always hungry!

5

Man: Any more questions?
Girl: Yes! You didn't tell us his name!
Man: Oh yes, he's called Soot.
Girl: That's a good name. Can you spell that for us?
Man: Yes, of course. It's S-double O-T.
Girl: Thanks.

Now listen to Part 2 again.
[The recording is repeated.]

That is the end of Part 2.

Listening Part 3

Track 17

Part 3. Look at the pictures. What did Paul do last week? Listen and look. There is one example.

Woman: Paul, were you on school holidays last week?
Boy: No, I was at school.
Woman: Oh, what did you do?
Boy: Thursday was good. We went to the new library in town.
Woman: Oh, yes! I love libraries. Did you find some good books?
Boy: Yes, I brought three books home.

Can you see the line from the word "Thursday"? On Thursday, Paul went to the library. Now you listen and draw lines.

1

Woman: And what did you do on Monday?
Boy: We played football on Monday afternoon.
Woman: Do you enjoy playing football?
Boy: Yes, I do. But it was very hot and we were all tired after the game. We had to drink a lot of water.

2

Boy: On Tuesday, I didn't go to school.
Woman: Why's that?
Boy: I didn't feel very well.
Woman: Oh no.
Boy: I had an earache. Mum took me to see the doctor.
Woman: Are you better now?
Boy: Yes, I'm fine.
Woman: Good.

3

Woman: So, did you go to school on Wednesday?
Boy: Yes, I did, because I was better. In the morning, my class sang a song in front of all the children and teachers in the school!
Woman: Wow!
Boy: Yes, I sang very loudly.
Woman: Well done!

4

Woman: What about Friday?
Boy: Friday... oh yes, it was sports day!

Woman: Oh, what did you do?
Boy: I ran quickly and I jumped very well too.
Woman: Great!

5

Woman: So, you had a great week at school. But did you do any work?!

Boy: Yes! We did lots of work! We learnt about the work that doctors and nurses do.

Woman: Oh, OK.

Boy: Our homework was to write a story about a doctor. I did my homework on Saturday. I wrote a very long story about the doctor I saw on Tuesday. He was very nice.

Woman: Can I read it?

Boy: OK.

Now listen to Part 3 again.
[The recording is repeated.]

That is the end of Part 3.

Listening Part 4

Track 18

Part 4. Look at the pictures. Listen and look. There is one example.

What does Nick want to do today?

Woman: Nick, what do you want to do today? It's very sunny. Shall we go to the beach?

Boy: No, I don't want to go to the beach. I have a headache.

Woman: Oh no, do you want to go back to bed?

Boy: No, I'm OK. But I want to sit quietly in the living room and read my new book.

Woman: OK.

Can you see the tick? Now you listen and tick the box.

1

What part of her body did Pat hurt?

Girl: Dad, I fell off my bike!

Man: Oh, no. Are you OK, Pat? Did you hit your head?

Girl: No, I didn't. My head's fine. And my legs are OK too because I was wearing long trousers. But my arm hurts.

Man: Let me see. Oh yes, let's wash it.

Girl: Ow!

2

What animal did Sally see at the farm?

Man: Did you have a nice day at the farm?

Girl: Yes, it was great.

Man: Did you see any chickens?

Girl: Yes, we did. There weren't any sheep or any horses, but we saw a lot of chickens! I gave them some food.

Man: Good.

3

What does Peter want to do on his birthday?

Woman: Do you want to do something nice for your birthday?
Boy: Yes, I do! What can we do?
Woman: Well, shall we go to the cinema?
Boy: No, we did that last birthday.
Woman: Oh yes. How about going to the sports centre with some friends?
Boy: No, that's boring. Can we go to the zoo?
Please, Mum!
Woman: OK, let's do that. You can choose three friends to come with us.
Boy: Thanks! You're the best mum in the world!

4

What did Mary lose at the park?

Man: Did you enjoy playing at the park?
Girl: No, I didn't. I lost something that I love.
Man: Oh no, did you lose your favourite doll?
Girl: No, I didn't take her with me. I lost my new purple scarf.
Man: Oh no!
Girl: I took off my hat and coat because I was hot.
Man: Did you lose your coat too?
Girl: No, I found my coat, but I couldn't find my scarf.
Man: Don't be sad. We can buy you a new one when we go to town tomorrow.

5

What does Tom have to drink?

Boy: Mum, I'm thirsty. Can I have a drink?
Woman: Yes, you can. Would you like some milk?
Boy: No, thank you. Can I have some lemonade, please?
Woman: We don't have any lemonade. How about some orange juice?
Boy: Yes, please!

Now listen to Part 4 again.

[The recording is repeated.]

That is the end of Part 4.

Listening Part 5

Track 19

Part 5. Look at the picture. Listen and look. There is one example.

Boy: I like this picture. Can I colour it?
Woman: Yes, you can.
Boy: What shall I colour first?
Woman: There are two girls who are sitting at the table. Can you see?
Boy: Yes, I can.
Woman: The girl who is eating the soup is wearing a sweater. Colour that green.
Boy: OK, I'm doing it now.

Can you see the green sweater? This is an example. Now you listen and colour and draw.

1

Woman: Now, can you colour the lamp?
Boy: Which one?
Woman: Colour the lamp next to the bookcase. Colour it yellow.
Boy: OK, there.
Woman: Great, well done.

2

Woman: There is a little boy who is playing with his trucks.
Boy: Yes, I can see. Can I colour one of the trucks blue?
Woman: OK, colour the bigger one blue.
Boy: OK.

3

Boy: What now?
Woman: Can you see the fruit bowl on the table?
Boy: Yes, I can. That's a big pineapple.
Woman: Yes, it is. Colour it grey.
Boy: Grey? That's a funny colour for a pineapple!
Woman: Yes, it is.

4

Woman: Would you like to draw something now?
Boy: Yes, please. I love drawing.
Woman: OK, can you see the woman who is standing next to the table?
Boy: Yes, I can. She's got long curly hair.
Woman: That's right. Well, she's hungry. Draw a banana in her hand.
Boy: OK, there. She's holding a banana now. Can I colour it red?
Woman: Yes, OK. The fruit in this picture is very funny!

5

Woman: And last, there are two girls who are watching TV.
Boy: Yes, they're sitting on the sofa.
Woman: Yes, that's right. Do you want to colour one of their dresses purple?
Boy: Which one?
Woman: Colour the dress of the girl with the straight long hair.
Boy: OK, I'm doing that now.

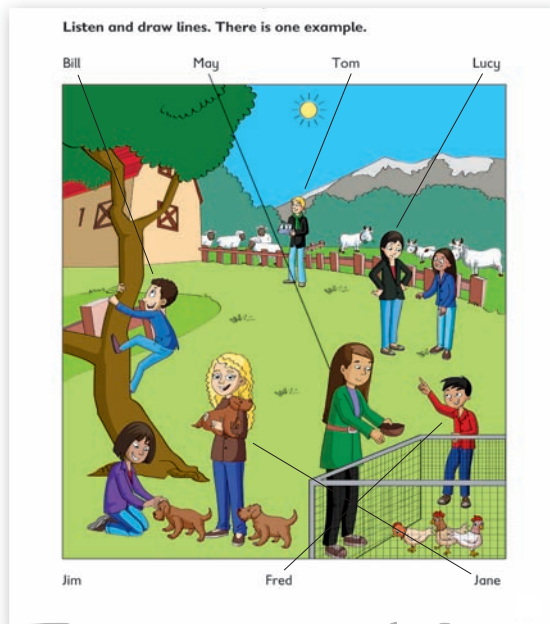
Now listen to Part 5 again.

[The recording is repeated.]

That is the end of the Movers Listening Test, Test 3.

Test 3: Answer key

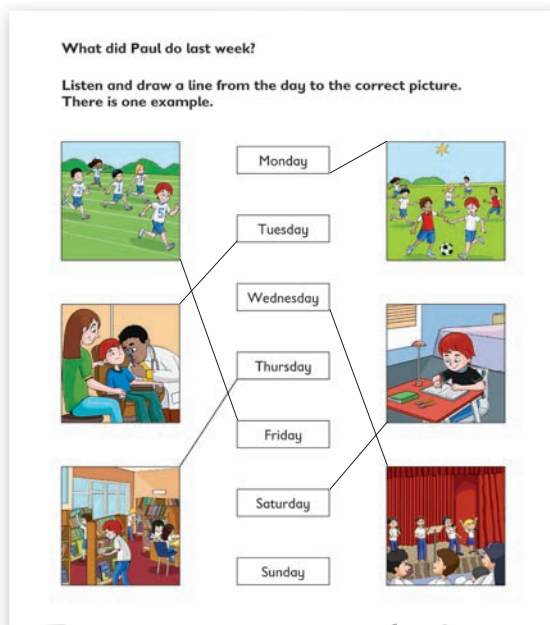
Listening Part 1 (5 marks)



Listening Part 2 (5 marks)

- | | |
|---------|--------|
| 1 black | 2 10 |
| 3 jump | 4 food |
| 5 Soot | |

Listening Part 3 (5 marks)



Listening Part 4 (5 marks)

- | | |
|-----|-----|
| 1 B | 2 A |
| 3 B | 4 C |
| 5 B | |

Listening Part 5 (5 marks)



Reading & Writing Part 1 (6 marks)

- | | |
|--------------|-----------|
| 1 a scarf | 2 a puppy |
| 3 a bedroom | 4 socks |
| 5 a basement | 6 a panda |

Reading & Writing Part 2 (6 marks)

- | | |
|-------|-------|
| 1 yes | 2 yes |
| 3 no | 4 yes |
| 5 no | 6 yes |

Reading & Writing Part 3 (6 marks)

- | | |
|-----|-----|
| 1 A | 2 B |
| 3 C | 4 B |
| 5 A | 6 B |

Reading & Writing Part 4 (7 marks)

- | | |
|--------------------------|-----------|
| 1 headache | 2 doctor |
| 3 gave | 4 bottles |
| 5 hot | 6 drink |
| 7 Playing in hot weather | |

Reading & Writing Part 5 (10 marks)

- | | |
|------------|----------------|
| 1 wore | 2 two pirates |
| 3 a book | 4 the garden |
| 5 taller | 6 live quietly |
| 7 great | 8 two men |
| 9 stronger | 10 the pirates |

Reading & Writing Part 6 (5 marks)

- | | |
|-----------|------|
| 1 take | 2 in |
| 3 biggest | 4 be |
| 5 many | |

Test 3: Scripts for Speaking

Speaking Parts 1–5

Track 20

[This is the recording without student's responses. This recording includes pauses so that students can practise taking part in the Speaking Test. Sometimes, you might need to pause the CD for longer, to give students time to respond.]

Track 21

[This is the recording with student's responses.]

Part	To do	To say	Student's response (variations possible)	Back-up questions
1	<p>[The usher brings the student in.]</p> <p>Show the student both find the difference pictures.</p>	<p>[The usher to the examiner: <i>Hello, this is (student's name).</i>]</p> <p><i>Hello (student's name), my name's (examiner's name).</i></p> <p><i>How old are you?</i></p> <p><i>Look at these pictures. They look the same, but some things are different.</i></p> <p><i>It's sunny here, but it's cloudy there.</i></p> <p><i>What other different things can you see?</i></p>	<p><i>Hello.</i></p> <p><i>Nine. etc.</i></p> <p><i>There's a waterfall here, but there's a river there.</i></p> <p><i>There are lots of leaves on the trees here, but there are no leaves on the trees there.</i></p> <p><i>This man is sitting on his bike, but this man is standing next to his bike.</i></p> <p><i>There's a woman swimming here, but there's a boy fishing there.</i></p>	<p><i>Are you nine?</i></p> <p>Point to differences the student doesn't mention. Give first half of response: <i>There's a waterfall here ...</i></p> <p><i>There are lots of leaves on the trees here ...</i></p> <p><i>This man is sitting on his bike ...</i></p> <p><i>There's a woman swimming here ...</i></p>

Part	To do	To say	Student's response (variations possible)	Back-up questions
2	Show the student the picture story. Allow time for the student to look at the pictures.	<p><i>These pictures show a story. It's called "Kite comes home". Look at the pictures first.</i></p> <p><i>The girl and the man are at the park. She is holding a blue kite. It's a very windy day. She's happy.</i></p>		Point at the pictures.
	Point at the other pictures	Now you tell the story.	<p><i>The wind is strong. The girl loses her kite. She isn't holding the kite now. The kite is flying in the sky.</i></p> <p><i>The man is jumping. He is trying to catch the kite, but he can't get it. The girl is waving goodbye to her kite. She is sad.</i></p> <p><i>The girl and the man are walking down the road. The girl is sad. The man has his arm on the girl's shoulder. He's trying to make the girl happy.</i></p> <p><i>The girl and the man get home. The girl's kite is in the tree outside her house. The girl is pointing at her kite. She is very happy. The man is surprised to see the kite again.</i></p>	<p>Where is the kite?</p> <p>Has the girl got the kite now?</p> <p>Is the wind strong?</p> <p>What's the girl doing?</p> <p>What's the man doing?</p> <p>Where are they now?</p> <p>What are they doing?</p> <p>Is the girl happy?</p> <p>What's the man doing?</p> <p>Where are they now?</p> <p>What's that in the tree?</p> <p>What's the girl doing?</p> <p>Is she happy now?</p> <p>Is the man happy?</p>
3	Show the student the odd-one-out pictures. Reveal, using a separate blank card, each set of pictures in turn.	Now look at these four pictures. One is different. The sweater is different because it's a thing you wear. These three pictures are all places in a town.		

Part	To do	To say	Student's response (variations possible)	Back-up questions
		<i>Now you tell me about these pictures. Which one is different? Why?</i>	<i>The fish is different because it's an animal. These three pictures are school things.</i>	<i>Which things do you use to write or draw?</i> <i>Point to the fish. Do you write or draw with this?</i>
			<i>The car is different. The bird, bat and kangaroo are all animals.</i>	<i>Which things can fly?</i> <i>Point to the car. Can this fly?</i>
			<i>The milk is different because it's a drink. These three pictures are all foods.</i>	<i>What things can you eat?</i> <i>Point to the glass of water. Can you eat this?</i>
4	Put the pictures away.	<i>Now let's talk about you and your hobbies.</i> <i>What hobbies do you do?</i> <i>How often do you do that?</i> <i>Why do you like it?</i> <i>Tell me what hobby your best friend does?</i> <i>OK, thank you. Goodbye.</i>	<i>I play tennis.</i> <i>Every Saturday.</i> <i>Because it's exciting.</i> <i>My best friend goes horse riding every weekend.</i> <i>Goodbye.</i>	<i>Do you play tennis?</i> <i>Do you play tennis at the weekends?</i> <i>Is tennis exciting?</i> <i>What's your best friend's name? Does (friend's name) have a hobby? What is it? How often does he / she do it?</i>

Vocabulary list

Below is the official vocabulary list for *Cambridge English: Movers*. The words and phrases have been arranged thematically. Some words appear in more than one theme.

Key	(n) noun	(pl) plural noun	(s) singular noun	(v) verb
	Starters		Movers	
Animals	animal	goat	bat	panda
	bird	hippo	bear	parrot
	cat	horse	cage	pet
	chicken	lizard	dolphin	puppy
	cow	monkey	fly	rabbit
	crocodile	mouse/mice	jungle	shark
	dog	sheep (s & p)	kitten	whale
	duck	snake	lion	
	elephant	spider		
	fish (s & p)	tail		
	frog	tiger		
	giraffe	zoo		
The body & face	arm	hand	back	neck
	body	head	beard	shoulder
	ear	leg	blond(e)	stomach
	eye	mouth	curly	straight
	face	nose	fair	thin
	foot/feet	smile	fat	tooth/teeth
	hair		moustache	
Clothes	bag	shirt	coat	
	clothes	shoe	scarf	
	dress	skirt	sweater	
	glasses	sock		
	handbag	trousers		
	hat	T-shirt		
	jacket	watch		
	jeans	wear		
Colours	black	orange		
	blue	pink		
	brown	purple		
	colour	red		
	green	white		
	grey (US gray)	yellow		

	Starters		Movers	
Family & friends	baby boy brother child/children cousin dad(dy) family friend girl grandfather grandma	grandmother grandpa live man/men mother mum(my) old person/people sister woman/women young	aunt daughter grandchild(ren) granddaughter grandparent grandson grown-up parent son uncle	
Food & drink	apple banana bean bread breakfast burger cake candy (UK sweet(s)) carrot chicken chips (US fries) chocolate coconut dinner drink (<i>n</i> & <i>v</i>) eat egg fish food fries (UK chips) fruit grape	ice cream juice lemon lemonade lime lunch mango meat milk onion orange pea pear pineapple potato rice sausage supper sweet(s) (US candy) tomato water watermelon	bottle bowl cheese coffee cup glass hungry pasta picnic plate salad sandwich soup tea thirsty vegetable	
Health			cold cough cry doctor earache fall fine headache hospital	hurt matter (what's the matter?) nurse stomach-ache temperature tired toothache

	Starters		Movers	
The home	apartment (UK flat)	home	address	floor (e.g. ground, 1 st)
	armchair	house	balcony	internet
	bath	kitchen	basement	lift (US elevator)
	bathroom	lamp	blanket	message
	bed	living room	CD player	roof
	bedroom	mat	downstairs	seat
	bookcase	mirror	dream	shower
	box	painting	DVD player	stair(s)
	camera	phone	elevator (UK lift)	toothbrush
	chair	picture	fan	towel
	clock	radio		
	computer	room		
	cupboard	sleep		
	desk	sofa		
	dining room	table		
	doll	television/TV		
	door	toy		
	flat (US apartment)	tree		
	flower	wall		
	garden	watch		
	hall	window		
Numbers	1–20		21–100	pair
			hundred	1 st –20 th
Places & directions	behind	park	above	market
	between	playground	bank	near
	bookshop	shop (US store)	below	opposite
	here	store (UK shop)	bus station	place
	in	street	bus stop	road
	in front of	there	café	shopping centre
	next to	under	centre	sports centre
	on	zoo	cinema	square
			circle	station
			city/town centre	straight
			farm	supermarket
			hospital	swimming pool
			library	town/city centre
			map	

	Starters		Movers
School	alphabet	look (like)	break
	answer	mouse (computer)	homework
	ask	music	internet
	board	number	mistake
	book	open	text
	bookcase	page	website
	class	part	
	classroom	pen	
	close	pencil	
	colour	picture	
	computer	playground	
	correct	question	
	cross	read	
	cupboard	right (correct)	
	desk	rubber (US eraser)	
	door	ruler	
	draw	school	
	English	sentence	
	eraser (UK rubber)	sit	
	example	spell	
	find	stand (up)	
	floor	story	
	keyboard (computer)	teacher	
	know	tell	
	learn	test (<i>n & v</i>)	
	lesson	tick (<i>n & v</i>)	
	letter (alphabet)	understand	
	line	wall	
	listen	window	
	look after	word	
	look at	write	
	look for		

	Starters		Movers	
Sports & leisure	badminton	kite	bat	kick (n)
	ball	listen	band (music)	movie (UK film)
	baseball	music	cinema	party
	basketball	paint(ing)	CD	pool
	beach	photo	CD player	present
	bike	piano	comic/comic book	ride (n)
	boat	picture	dance	sail
	book	play	drive (n)	skate
	bounce	radio	DVD	skip
	camera	read	DVD player	sports centre
	catch	ride (v)	email	swim (n)
	doll	run	film (US movie)	swimming pool
	draw(ing)	sing	fish	text
	drive (v)	soccer (UK football)	go shopping	towel
	enjoy	song	holiday	video
	favourite	sport	hop	walk (n)
	fishing	story		
	fly	swim (v)		
	football (US soccer)	table tennis		
	game	take a photo/picture		
	guitar	television/TV		
	hit	tennis		
	hobby	throw		
	hockey	toy		
	jump	walk (v)		
	kick (v)	watch		
Time	afternoon	in	after	The days of the week:
	birthday	morning	always	
	clock	night	before	
	day	today	every	
	end	watch	never	
	evening	year	sometimes	
			week	
Toys			weekend	
			yesterday	
	ball	kite		
	balloon	lorry (US truck)		
	baseball	monster		
	basketball	plane		
	bike	robot		
	boat	soccer (UK football)		
	car	toy		
	doll	train		
	football (US soccer)	truck (UK lorry)		
	game	alien		
	helicopter			

	Starters		Movers	
Transport	bike boat bus car drive (v) fly go helicopter	lorry (US truck) motorbike plane ride (v) run swim train truck (UK lorry)	bus station bus stop drive (n) driver	ride (n) station ticket trip
Weather	sun		cloud cloudy rain rainbow snow	sunny weather wind windy
Work	teacher		clown doctor driver farmer	hospital nurse pirate work
The world around us	beach sand sea shell street sun tree water		city country(side) field forest grass ground island jungle lake leaf/leaves moon	mountain plant river road rock star town village waterfall world
Useful words and Expressions	bye(-bye) goodbye hello I don't know no on on dear OK pardon please	right so sorry thank you thanks then well well done wow yes	all right excuse me! good morning good afternoon good evening good night fine! Great! How about...? (suggestion)	I didn't hear you I didn't understand you What a beautiful day! What did you say? What's the matter?

	Starters		Movers	
Adjectives	angry	its	afraid	hungry
	beautiful	long	all	last
	big	my	all right	loud
	clean	new	awake	naughty
	closed	nice	back	pretty
	correct	old	bad	quick
	dirty	our	best	quiet
	double	right (correct)	better	round
	English	sad	blond(e)	square
	favourite	short	boring	straight
	funny	small	bottom	strong
	good	sorry	busy	sunny
	great	their	careful	surprised
	happy	ugly	clever	sweet
	her	young	cloudy	tall
	his	your	cold	terrible
			curly	thin
			different	third
			difficult	thirsty
			dry	tired
			easy	top
			exciting	weak
			famous	well
			fair	wet
			fat	windy
			fine	worse
			first	worst
			frightened	wrong
			hot	
Determiners	a/an	some	all	every
	a lot of	that	another	more
	lots of	the	any	most
	many	these	both	
	my	this		
	no	those		
	one			

	Starters		Movers	
Adverbs	a lot again here lots not now then there today too very		all all right always back badly best better carefully down downstairs first how how much how often inside last loudly more most near never off often on only out outside quickly quietly round second sometimes then third up upstairs well when worse worst yesterday	
Prepositions	about at behind between for from in in front of	like next to of on to under with	above after at before below by down inside into near off on opposite round than up	
Conjunctions	and but	or	because than	then
Pronouns	he her hers him his I it its me mine one ours	she that theirs them these they this those us we you yours	all another any both everyone everything more	most nothing someone something which who

	Starters		Movers	
Verbs	Irregular: be catch (a ball) choose come do draw drink drive eat find fly get give go have have (got) hit hold know learn make put read ride run say see sing sit (down) sleep spell stand (up) swim take (a photo) tell throw understand wear write	Regular: add answer ask bounce clean close colour complete cross enjoy jump kick learn like listen (to) live look look at love open paint phone pick up play (with) point show smile start stop talk test tick try walk want watch wave	Irregular: be called bring buy catch (e.g. a bus) dry fall get (un)dressed get (up/on/off) go shopping have (got) to hide hurt lose mean must put on take take off think wake up	Regular: call carry change climb cook cry dance dream dress up drop email film fish help hop invite laugh look for move need plant rain sail shop shout skate skip snow text travel video wait wash work
Modals	can/cannot/can't		could (past tense of can) must	shall would
Questions words	how how many how old what	where which who whose	how much how often when why	

	Starters		Movers	
Names	Alex	Lucy	Charlie	Lily
	Ann	May	Daisy	Mary
	Anna	Nick	Fred	Paul
	Ben	Pat	Jack	Peter
	Bill	Sam	Jane	Sally
	Dan	Sue	Jim	Vicky
	Grace	Tom	John	
	Jill	Tony		
	Kim			