

Movers Listening

Approximately 25 minutes/25 items

There are five parts. Each part begins with one example. All tasks are heard twice.

Part 1

In this task, candidates look at a picture which shows people doing different things. Above and below are people's names. Candidates listen to a dialogue between an adult and a child and draw lines from the names to the correct person in the picture.

Part 2

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

Part 3

In this task candidates listen to a dialogue in which a child describes to an adult what he/she did during the past week. Candidates listen and draw lines from the days of the week to the correct pictures.

Part 4

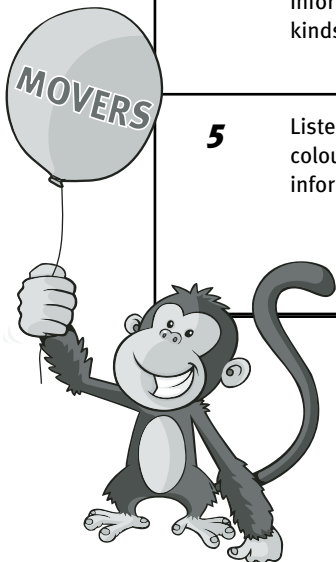
This task consists of five questions, each a three-option multiple-choice with pictures. Candidates listen to five dialogues in which the speakers are clearly differentiated by age or gender. Candidates listen and tick the correct picture.

Part 5

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

Summary of Movers Listening Test

Parts	Main skill focus	Input	Expected response	Number of items
1	Listening for names and descriptions	Picture, names and dialogue	Draw lines to match names to people in a picture	5
2	Listening for names, spellings and other information	Form or page of notepad with missing words and dialogue	Write words or numbers in gaps	5
3	Listening for specific information (past tense)	Pictures, days of the week and dialogue	Draw lines from days of week to correct pictures	5
4	Listening for specific information of various kinds	3-option multiple-choice pictures and dialogues	Tick boxes under correct pictures	5
5	Listening for words, colours and specific information	Picture and dialogue	Carry out instructions to colour and draw or write (Range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow)	5



Recommendations for candidate preparation

Part 1

Ensure that candidates realise that there is one extra name at the top of the page which will not be mentioned. They should not aim to connect all seven names to a person in the picture.

Make sure that candidates know which first names on the vocabulary lists are male and which are female. Note that *Alex*, *Kim*, *Pat*, and *Sam* may be used to refer either to a boy or to a girl.

Train candidates to listen for all the information that they are given about a particular person. They should not jump to conclusions after hearing one piece of information, as usually some further information will be required in order to identify the correct person.

Part 2

Candidates often find this part of the Movers Listening test difficult. Practise by doing similar productive tasks in the classroom.

Encourage candidates to be as accurate as possible in their spelling of the words on the Starters and Movers vocabulary lists.

Ensure that candidates realise that they have to write responses which make sense, given the prompts on the question paper. They should look at these prompts carefully and think about what they mean before listening to the recording.

Part 3

Train candidates to draw a line to the appropriate picture in the most direct way possible, rather than across 2 or 3 other pictures which may well lead to confusion. Make sure candidates realise they will be expected to use any one day of the week once only, and that one day of the week will not be used at all.

Encourage candidates not to leave any questions unanswered. When they have used all the days that they are sure about, they should try to make an intelligent guess as to which days the remaining pictures represent.

Part 4

Make sure that candidates realise that they must listen to the whole dialogue, before deciding on their answer.

Often quite a wide range of vocabulary is covered in this part of the test. Candidates must be familiar with all the words in the Starters and Movers vocabulary lists, in order to be sure of achieving full marks.

Part 5

Ensure that candidates appreciate that they will either have to draw or write something for one of the questions in this part of the Movers test. If they have to write something, it will not be a difficult word and there will probably be something in the picture that makes it a logical word to write.

Train candidates to listen carefully for prepositional phrases which describe exactly where something is (e.g. *the bag behind the chair* or *the towel on the floor under the desk*).

Movers Reading & Writing

30 minutes/40 items

There are six parts. Each part begins with one or two examples. **Correct spelling is required in all parts of the Reading & Writing Test.**

Part 1

In this task, candidates match words and definitions. There are eight pictures, each with the words that they illustrate written under them, and six definitions. Candidates copy the correct words next to the definitions.

Part 2

Candidates look at a picture and six statements, some of which correctly describe the picture and some which do not. Candidates write 'yes' or 'no' as appropriate.

Part 3

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

Part 4

Candidates read a text and look at the words and pictures in a box next to the text. They then copy the correct words in each of the six gaps. The missing words are nouns, adjectives or verbs (present and past tense). There are two extra words which candidates should not use.

Candidates choose the best title for the story from a choice of three.

Part 5

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

Part 6

In this task, candidates read a factual text which contains five gaps. They choose the correct word from a choice of three and copy the correct words in the gaps. This task has a grammatical focus.

Summary of Movers Reading & Writing Test

Parts	Main skill focus	Input	Expected response	Number of items
1	Reading short definitions and matching to words Writing words	Labelled pictures and definitions	Copy correct words next to definitions	6
2	Reading sentences about a picture Writing one-word answers	Picture and sentences	Write 'yes' / 'no'	6
3	Reading a dialogue Choosing the correct responses	Short dialogue with multiple-choice responses	Choose correct response by circling a letter	6
4	Reading for specific information and gist Copying words	Cloze text, words and pictures	Choose and copy missing words correctly. Tick a box to choose the best title for the story	7
5	Reading a story Completing sentences	Story, pictures and gapped sentences	Complete sentences about story by writing 1, 2 or 3 words	10
6	Reading and understanding a factual text Copying words	Gapped text and 3-option multiple-choice (grammatical words)	Complete text by selecting the correct words and copying them in the corresponding gaps	5

Recommendations for candidate preparation

General comment

Many marks are lost because letters and/or words are not clearly written. Remind candidates to check what they have written is clear enough to be read by someone who is not familiar with their handwriting. It is often better not to use joined-up writing, as letters can become confused and unclear.

Candidates should be reminded to write only as much as they need to, as marks are often lost attempting unnecessarily long answers which provide more opportunity for making mistakes.

Because young candidates are unlikely to have had much experience managing their time in exams, it can be helpful when doing classroom tasks to give a time limit, both to improve concentration and prevent candidates being distracted by other things.

Make sure candidates are familiar with the structures and vocabulary in the Movers and Starters syllabuses.

Part 1

Give candidates practice in reading and writing definitions of items from the Movers vocabulary list. Ensure candidates are familiar with the structures and vocabulary commonly used in defining things, such as *you* with general reference (e.g. *You can find books or do your homework in this place*), relative pronouns and infinitives used to express purpose.

Candidates should practise accurate copying, but remind them to copy the whole option and not to add anything extra. This means including the article if there is one, and not adding one if it is not needed. Once they have written the answer, they should check that they have spelt the words correctly.

Part 2

Give candidates plenty of practice matching pictures and sentences, drawing their attention to elements such as prepositions and verb forms (especially the present continuous tense) and using pictures which make these distinctions clear. Give more pictures than sentences, so that they really have to think about the distinction between, for example, *is riding a bike* and *has got a bike*.

Remind candidates that the sentence must be completely true according to the picture for a *yes* answer, for example, *The floor is wet and there's a toothbrush on it*.

Part 3

Remind candidates to read all the options before choosing the best and most appropriate one. Practise appropriate responses, not just to questions, but also to statements.

Give plenty of practice with the use of set (formulaic) expressions and with short *Yes/No* answers.

Give plenty of practice, too, with multiple-choice questions to encourage candidates to understand the differences between the options in meaning, grammar, sense and appropriacy.

Part 4

Candidates should be encouraged to read the whole text to get a general idea of what it is about before trying to complete the first gap. Make sure candidates realise that they need to read the text surrounding the question to be able to correctly fill the gap. Practice in guessing which word could go into each gap would be extremely useful. Candidates can then confirm their guesses by

seeing, and choosing from, the options on the facing page.

Also, practise choosing the right form of words (plural/singular nouns, adjectives, verbs) within sentences and texts. Help candidates to identify words or structures that will indicate what form of word the answer should be.

Part 5

Remind candidates that the pictures are there to support the story, although they do not provide the answers to the questions. Useful practice can be gained from predicting an outline of the story from the three pictures and the title. However, it must be remembered that the answers should always be found in the texts. Practice in reading for gist is useful, as are tasks aimed at understanding whole texts, for example, selecting titles for paragraphs or complete stories.

Give candidates practice in finding synonyms/alternatives for nouns, identifying what is being referred to in a text, how nouns can be replaced with pronouns, and how sentences can be turned around whilst retaining their meaning. Candidates are not expected to produce vocabulary or grammatical structures that are not in the text, but must ensure that the words they choose to complete the sentence frames are grammatically correct.

Part 6

As with Part 4 above, candidates should practise choosing and forming the correct type of word (nouns, adjectives, verbs) to fit into sentences and texts.

Remind candidates that they must choose from the three options given. It is not necessary for them to think of a word to fit each space. Remind candidates to be careful to check that they have chosen a word from the correct set of options.

As in Part 5, practise reading skills such as understanding how pronouns can refer back to names or items.

Movers Speaking

5-7 minutes/4 parts

The Speaking Test is a face-to-face test with one candidate and one examiner. It lasts approximately 6 minutes. The examiner's language is scripted to ensure fairness to all candidates. The script gives examiners scope to offer help and encouragement.

Each child is taken into the test by an usher. This is someone who speaks their first language and may be known to the child. The usher explains the test format in the child's first language, before taking the child into the exam room and introducing them to the examiner.

The mark for the Speaking Test is based on ratings for interactive listening ability, production of extended responses and pronunciation.

Part 1

The examiner greets the candidate and checks the candidate's name. This part is unassessed.

The examiner starts the test by demonstrating what is required and by showing the candidate two pictures which look similar, but have

some differences. The examiner then asks the candidate to describe four differences.

Part 2

The examiner shows the candidate a sequence of four pictures and describes the first picture in the story. He/she then asks the candidate to describe the other three pictures.

Part 3

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

Part 4

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

Summary of Movers Speaking Test

Parts	Main skill focus	Input	Expected response
1	Describing 2 pictures by using short responses	Two similar pictures	Identify four differences between pictures
2	Understanding the beginning of a story and then continuing it based on a series of pictures	Picture sequence	Describe each picture in turn
3	Suggesting a picture which is different and explaining why	Picture sets	Identify odd-one-out and give reason
4	Understanding and responding to personal questions	Open-ended questions	Answer personal questions

Recommendations for candidate preparation

Candidates in the Movers Speaking test are required to follow instructions and talk in a very simple way about different pictures, and to answer simple questions about themselves. These are standard tasks in most English classes for Young Learners. Cambridge Young Learner English Tests Sample Papers give examples of the kind of pictures, instructions and questions candidates will be asked to respond to.

Part 1

For Part 1, candidates should practise describing differences between two similar pictures. The differences may be related to colour, size, number, position, appearance, activity, etc.

For example:

This coat is red, but this one's yellow.

Here, there's a bird, but here, there's a cat.

Here, the boy's eating a burger, but here, he's eating chips.

It's cloudy in this picture, but it's sunny in this one.

Although the above represent examples of ideal responses, something much simpler is perfectly acceptable. For example, *Here red and here yellow*, etc.

Part 2

Part 2 in the Movers Speaking test requires candidates to tell a simple story based on four pictures. Candidates will benefit from practice in telling simple picture stories. Note that examiners are not looking for evidence of storytelling skills. Candidates are only expected to say a few words about each picture in the sequence without necessarily developing these comments into a narrative.

The structures candidates will need most frequently in this task are *There is/are*, the present tense of the verbs *be* and *have (got)*, the modals *can/can't* and *must/mustn't* and the present continuous tense of some action verbs (for example, *play, read, look at, write, laugh, go*). They should be able to say things like *The woman's talking, The boy's in the park*. Candidates should also be able to describe simple feelings, for example, *The boy is/isn't happy*. The examiner will prompt by asking a question if a candidate needs help.

Part 3

For Part 3, candidates should practise identifying the different one in a set of four pictures – for example, a picture of a book among three pictures of different fruits, a picture of some children sitting among three pictures of people dancing, a picture of a sweater among three pictures of animals, a picture of something on a bed among three pictures of something under a bed. Candidates are only expected to give simple reasons for choosing a picture as the different one. For example:

These are fruit, this isn't.

This is a road, but these are water.

These are animals, and this isn't.

This is on a bed, but these are under it.

There may be many different ways of expressing the same difference. Candidates may also find an alternative difference to the one intended. This is perfectly acceptable provided they give a reason for their choice.

Part 4

Finally, for Part 4, make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes. They should be able to answer questions such as:

Who do you play with at school?

What games do you play at school?

What do you have for lunch?

Only simple answers of between one to four words are expected. Questions will normally be in the present tense, but candidates should also be prepared to use the past tense and answer questions about, for example, what they did yesterday.

Use English to give everyday classroom instructions so that candidates become very familiar with the English of classroom exercises and activities.

Candidates create a good impression when they can handle greetings and other social formulae confidently. Make sure they are happy using *Hello, Goodbye* and *Thank you*. Encourage them to use *Sorry* or *I don't understand* when this is appropriate.

Movers Topics

Topics new at this level are in **bold**

- animals
- the body and the face
- clothes
- colours
- family and friends
- food and drink
- **health**
- the home
- numbers 1-100
- places and directions
- school
- sports and leisure
- **time**
- toys
- transport
- **weather**
- **work**
- the world around us

Movers grammar and structures list

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

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

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

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

Movers alphabetic vocabulary list

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

Grammatical Key

<i>adj</i>	adjective	<i>int</i>	interrogative
<i>adv</i>	adverb	<i>n</i>	noun
<i>conj</i>	conjunction	<i>prep</i>	preposition
<i>det</i>	determiner	<i>pron</i>	pronoun
<i>dis</i>	discourse marker	<i>v</i>	verb
<i>excl</i>	exclamation		

A	above <i>prep</i> address <i>n</i> afraid <i>adj</i>	after <i>prep</i> age <i>n</i> all <i>det</i>	all right <i>adj + adv</i> always <i>adv</i> another <i>det + pron</i>	any <i>det + pron</i> aunt <i>n</i> awake <i>adj</i>
B	back <i>adv + n</i> bad <i>adj</i> badly <i>adv</i> balcony <i>n</i> bank <i>n</i> basement <i>n</i> bat <i>n</i>	be called <i>v</i> bear <i>n</i> beard <i>n</i> because <i>conj</i> before <i>prep</i> below <i>prep</i> best <i>adj + adv</i>	better <i>adj + adv</i> blanket <i>n</i> blond(e) <i>adj</i> boring <i>adj</i> both <i>det + pron</i> bottle <i>n</i> bottom <i>adj + n</i>	bowl <i>n</i> bring <i>v</i> bus station <i>n</i> busy <i>adj</i> buy <i>v</i> by <i>prep</i>
C	café <i>n</i> cage <i>n</i> call <i>v</i> careful <i>adj</i> carefully <i>adv</i> carry <i>v</i> catch <i>v</i> (ie a bus) CD <i>n</i>	CD player <i>n</i> cheese <i>n</i> cinema <i>n</i> city <i>n</i> clever <i>adj</i> climb <i>v</i> cloud <i>n</i> cloudy <i>adj</i>	clown <i>n</i> coat <i>n</i> coffee <i>n</i> cold <i>adj + n</i> come on! <i>excl</i> comic <i>n</i> cook <i>v</i> cough <i>n</i>	could <i>v</i> country <i>n</i> countryside <i>n</i> cry <i>v</i> cup <i>n</i> curly <i>adj</i>
D	DVD <i>n</i> Daisy <i>n</i> dance <i>v</i> daughter <i>n</i>	difference <i>n</i> different <i>adj</i> difficult <i>adj</i> doctor <i>n</i>	dolphin <i>n</i> down <i>adv + prep</i> downstairs <i>adv + n</i> dream <i>n + v</i>	drive <i>n</i> driver <i>n</i> drop <i>v</i>
E	earache <i>n</i> easy <i>adj</i>	elevator <i>n</i> (UK lift) email <i>n + v</i>	every <i>det</i> exciting <i>adj</i>	excuse me <i>dis</i>
F	fair <i>adj</i> famous <i>adj</i> fan <i>n</i> farm <i>n</i>	farmer <i>n</i> fat <i>adj</i> field <i>n</i> film <i>n + v</i>	fine <i>adj + excl</i> first <i>adj + adv</i> fish <i>v</i> floor <i>n</i> (ie ground, 1st, etc)	fly <i>n</i> forest <i>n</i> Fred <i>n</i> Friday <i>n</i>
G	get dressed <i>v</i> get undressed <i>v</i> get up <i>v</i>	glass <i>n</i> go shopping <i>v</i> granddaughter <i>n</i>	grandparent <i>n</i> grandson <i>n</i> grass <i>n</i>	ground <i>n</i> grown up <i>n</i>
H	have (got) to <i>v</i> headache <i>n</i> help <i>v</i> hide <i>v</i>	holiday <i>n</i> home <i>n</i> homework <i>n</i> hop <i>v</i>	hospital <i>n</i> hot <i>adj</i> how <i>adv + int</i> how much <i>adv + int</i>	how often <i>adv + int</i> hungry <i>adj</i> hurt <i>v</i>
I	idea <i>n</i> in <i>prep of time</i>	inside <i>adv + n + prep</i> invite <i>v</i>	island <i>n</i>	
J	Jack <i>n</i> Jane <i>n</i>	Jim <i>n</i> John <i>n</i>	jungle <i>n</i>	

K kangaroo <i>n</i>	kick <i>n</i>	kind <i>n</i>	kitten <i>n</i>
L lake <i>n</i> last <i>adj + adv</i> laugh <i>n + v</i>	leaf/leaves <i>n</i> library <i>n</i> lift <i>n</i> (US elevator)	lion <i>n</i> look for <i>v</i> lose <i>v</i>	loud <i>adj</i> loudly <i>adv</i>
M map <i>n</i> market <i>n</i> Mary <i>n</i> matter <i>n</i>	mean <i>v</i> mistake <i>n</i> Monday <i>n</i> moon <i>n</i>	more <i>det + pron</i> most <i>det + pron</i> mountain <i>n</i> moustache <i>n</i>	move <i>v</i> movie <i>n</i> (UK film) music <i>n</i> must <i>v</i>
N naughty <i>adj</i> near <i>adv + prep</i>	neck <i>n</i> need <i>v</i>	never <i>adv</i> nothing <i>pron</i>	nurse <i>n</i>
O off <i>adv + prep</i> often <i>adv</i>	on <i>prep of time</i> only <i>adv</i>	opposite <i>prep</i> out <i>adv</i>	out of <i>prep</i> outside <i>adv + n + prep</i>
P panda <i>n</i> parent <i>n</i> parrot <i>n</i> party <i>n</i>	pasta <i>n</i> Paul <i>n</i> pet <i>n</i> Peter <i>n</i>	picnic <i>n</i> pirate <i>n</i> place <i>n</i> plant <i>n + v</i>	present <i>n</i> puppy <i>n</i> put on <i>v</i>
Q quick <i>adj</i>	quickly <i>adv</i>	quiet <i>adj</i>	quietly <i>adv</i>
R rabbit <i>n</i> rain <i>n + v</i>	rainbow <i>n</i> ride <i>n</i>	river <i>n</i> road <i>n</i>	rock <i>n</i> round <i>adj + adv + prep</i>
S sail <i>n + v</i> salad <i>n</i> Sally <i>n</i> sandwich <i>n</i> Saturday <i>n</i> scarf <i>n</i> second <i>adj + adv</i> See you! <i>excl</i> shall <i>v</i> shark <i>n</i>	shop <i>v</i> shopping <i>n</i> shoulder <i>n</i> shout <i>v</i> shower <i>n</i> skate <i>n + v</i> skip <i>v</i> slow <i>adj</i> slowly <i>adv</i> snow <i>n + v</i>	something <i>pron</i> sometimes <i>adv</i> son <i>n</i> soup <i>n</i> sports centre <i>n</i> square <i>adj + n</i> stair(s) <i>n</i> star <i>n</i> stomach <i>n</i> stomach-ache <i>n</i>	straight <i>adj</i> strong <i>adj</i> Sunday <i>n</i> sunny <i>adj</i> supermarket <i>n</i> surprised <i>adj</i> sweater <i>n</i> swim <i>n</i> swimming pool <i>n</i>
T take <i>v</i> take off <i>v</i> (ie get undressed) tall <i>adj</i> tea <i>n</i> temperature <i>n</i> terrible <i>adj</i> text <i>n + v</i>	than <i>conj + prep</i> then <i>adv</i> thin <i>adj</i> thing <i>n</i> think <i>v</i> third <i>adj + adv</i> thirsty <i>adj</i>	Thursday <i>n</i> ticket <i>n</i> tired <i>adj</i> tooth/teeth <i>n</i> toothache <i>n</i> toothbrush <i>n</i> top <i>adj + n</i>	towel <i>n</i> town <i>n</i> treasure <i>n</i> Tuesday <i>n</i>
U uncle <i>n</i>	up <i>adv + prep</i>	upstairs <i>adv + n</i>	
V vegetable <i>n</i>	Vicky <i>n</i>	video <i>n + v</i>	village <i>n</i>
W wait <i>v</i> wake (up) <i>v</i> walk <i>n</i> wash <i>n + v</i> waterfall <i>n</i> weak <i>adj</i> weather <i>n</i>	Wednesday <i>n</i> week <i>n</i> weekend <i>n</i> well <i>adj + adv</i> wet <i>adj</i> whale <i>n</i> when <i>adv + conj + int</i>	which <i>pron</i> who <i>pron</i> why <i>int</i> wind <i>n</i> windy <i>adj</i> work <i>n + v</i> world <i>n</i>	worse <i>adj + adv</i> worst <i>adj + adv</i> would <i>v</i> wrong <i>adj</i>

Movers

X (No words at this level)

Y yesterday *adv + n*

Z (No words at this level)

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

Names Candidates will be expected to recognise and write the following names new at Movers level:

Daisy

Jane

Mary

Sally

Fred

Jim

Paul

Vicky

Jack

John

Peter