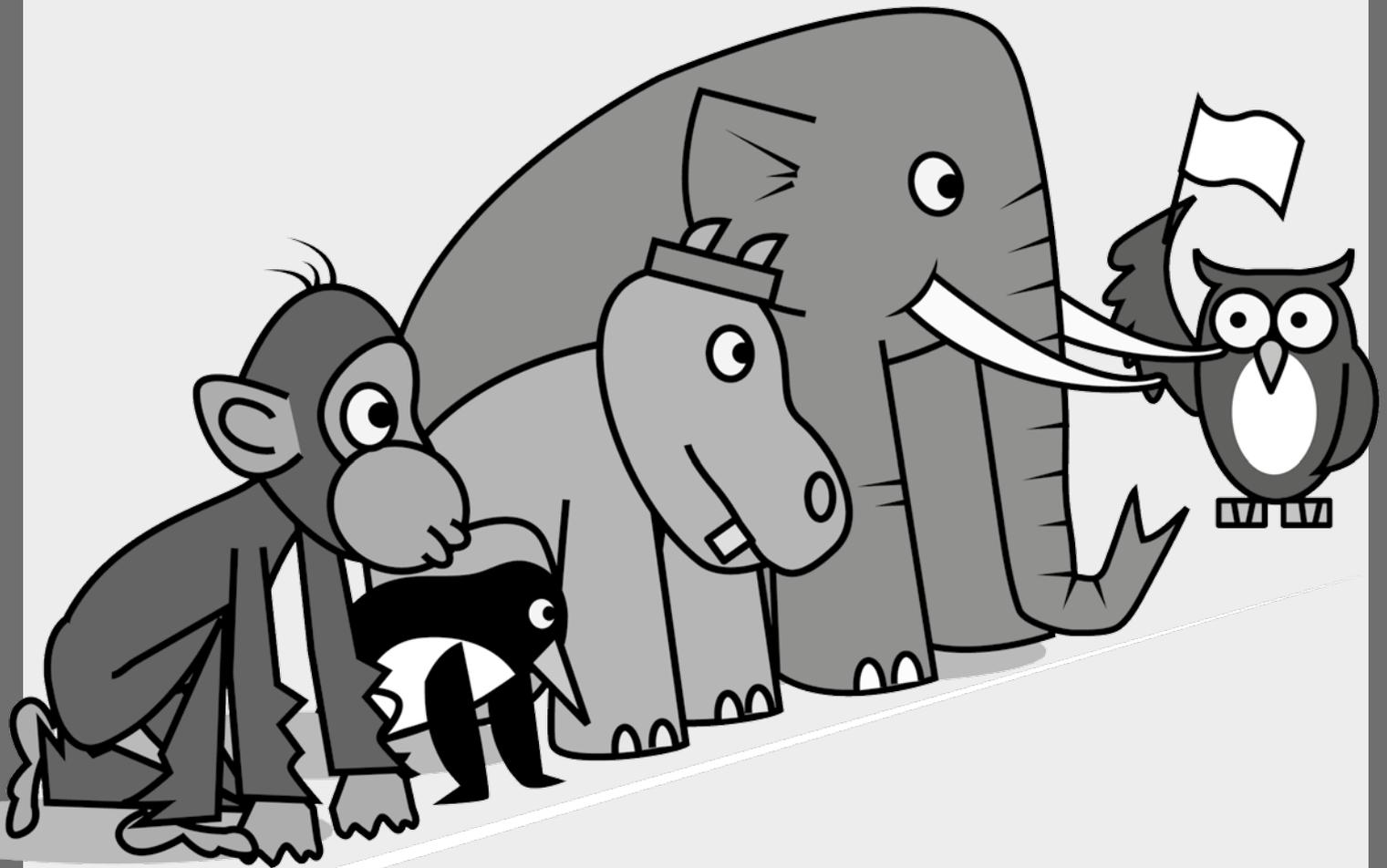


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UPDATED
FOR THE REVISED
2018 YLE TESTS

40 STARTERS

TEACHER'S NOTES



CAMBRIDGE YOUNG LEARNERS ENGLISH TESTS

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Introduction

Go Starters is the first of three books preparing students for the Cambridge Young Learners English Tests. The series is aimed at students between the ages of 7 and 12 years old. **Go Starters** consists of 14 Units, in which students consolidate and practise grammar and vocabulary, and 5 complete Tests.

Go Starters Student's Book contains:

- o **14 topic-based units** in which students consolidate and practise the vocabulary and structures featured in the Cambridge YLE Starters Test.
- o A grammar box in every unit, focusing on the grammar structures tested in the Starters Test (presentation of structures and clear examples are also provided).
- o Test-oriented activities, to provide the students with extensive practice and familiarise them with the test layout.
- o A personalised activity at the end of each unit, which gives students the opportunity to use the vocabulary and structures dealt with.
- o Skill-building activities, designed to aid students in dealing with specific tasks.
- o **Four tests**, in a reduced format, following the authentic Cambridge YLE Test format.
- o **One Final Test** in the exact layout of the official test to familiarise students with the actual tasks they will have to deal with.
- o **Student's CD Track list**
- o **Object Cards cut-outs**
- o **An alphabetical word list** at the back of the Student's Book with all the words and names which appear in the book.

The Teacher's Notes include:

- o Useful tips, which help the students efficiently deal with the Starters Test.
- o A guide to aid teachers in helping students to deal with different parts/activities of the Test.
- o Tips on each separate part of the YLE Starters Tests.
- o Optional games and activities to revise vocabulary and grammar.
- o A Key to the activities in the units and tests.
- o Listening transcripts.

Teacher's Notes

Tips for students / Tips for the Test

- Make sure students know and have revised well:
 - the alphabet and how to write each letter
 - colours (black, blue, brown, green, grey, orange, pink, purple, red, yellow)
 - the numbers 1-20
 - prepositions of place (in, on, under, between, behind, in front of, next to)
- Constantly revise other vocabulary, organising it into lexical sets (e.g. clothes, furniture, sports, hobbies, rooms of the house, transport, school, the body, family, etc.)
- Make sure your students know all the question words (Who, What, Which, Where, How many, How old) and can distinguish between them.
- Make sure students are familiar with the rubrics and fully understand what they have to do.
- Draw students' attention to the pictures, and explain that they have to pay special attention to them, identifying what's in them, where and what colour the objects are, what is happening, etc.
- Tell students to make sure their writing is clear and legible.
- Advise students to write in pencil and carry a rubber with them; they should always check their answers, in case they want to correct something.

On the day of the Test:

- Students should be careful to arrive on time for the Test.
- They should have some pencils, a rubber and a sharpener with them.
- They should make sure that they have all the colour pencils they will need for the Listening Part 4 of the Test.
- Tell your students to try and stay calm, even if they do not know an answer or two or if they miss something in the listening. Every listening part is heard twice.
- Tell them to think carefully before answering.
- Advise them first to make a note in pencil, then to write the answer clearly in legible handwriting.
- Students can underline or circle the words that are important, so encourage them to do so, if they think it helps. Tell them to erase any of these marks before handing in their papers.

Teacher's Guide

THE UNITS

Each one of the 14 Units, contains a variety of activities, which follow the test format. Teachers can refer to the Key to units, to see what Part of which Test section each activity belongs to.

The Grammar box in each Unit focuses and consolidates one of the grammatical structures tested at this level. It provides a clear example of the structure in a sentence, often illustrated to further aid understanding. Things that Ss need to be extra careful with are marked in red.

The last activity in each Unit is a set of open-answer questions that gives Ss the opportunity to use the vocabulary and structures revised and tested in the Unit, while writing about themselves.

THE TESTS

THE LISTENING SECTION OF THE TEST IS COMPRISED OF FOUR PARTS.

In **PART 1** Ss have to look at a picture which shows people doing different things. Above and below are people's names. Ss listen to a dialogue and draw lines from the names to the correct person in the picture.

Before listening: Focus Ss' attention on the picture and ask them what they see. Ask Ss to guess who the people are, where they are and what they are doing.

You can also play 'Miming' as a suitable game which can be used as a pre-listening activity for Listening Part 1.

While listening: It is advisable to tell Ss to listen carefully for prepositions of place. Tell them that they will listen to the recording twice, so they shouldn't worry very much if they miss some pieces of information. Point out that the line they will draw must clearly show which name corresponds to which person in the picture.

After listening: Give Ss a few minutes to check their answers.

In **PART 2**, Ss have to listen to a conversation comprised of seven short dialogues between two people and answer five questions by writing a name or a number. Names are spelt out and Ss must pay careful attention to get the spelling right. A picture accompanies the recording as a visual prompt.

Before listening: Draw Ss' attention to the picture and ask them what they see. Ask them to guess who the people are, where they are and what they are talking about.

As this activity will require Ss to listen for names, you can play 'Spelling bee' or 'Spell backwards' with Ss in preparation.

You can also ask various Ss to come to the board and select other Ss to spell out random easy names for him/her to write on the board.

While listening: Ss must listen very carefully for names that will be spelt out to them and for numbers. They mustn't hurry to write their answers, as the recording may be misleading. Tell them that they must be patient and wait for the correct piece of information.

After listening: Give Ss a few minutes to check their answers.

In **PART 3** Ss listen to five short dialogues and have to answer five questions by ticking the correct picture (one of three).

Before listening: Tell Ss to look carefully at each set of pictures and to see what is happening in each one of them. Point out that they must try to see what the differences between them are. Next, instruct them to read the question they will be required to answer. Ss must listen for detail in this activity, so warn them not to get distracted by misleading information in the recording.

You can get Ss to play one of the games or do one of the optional activities in the Teacher's Notes, if you like.

While listening: Tell Ss to listen to the whole recording before they decide which answer is the correct one. They will be given the opportunity to finalise their decision the second time they listen to the recording.

After listening: Give Ss a few minutes to check their answers.

PART 4 requires Ss to look at a black and white picture and follow instructions in order to find and colour five specific objects in the picture. There is always an extra object that the Ss do not need to colour.

Before listening: Make sure that Ss have the coloured pencils they need for this task.

Tell them to look carefully at the picture, trying to spot the seven similar objects which they will be asked to find and colour.

Point out that there is one extra object which they will not need to colour.

Tell them to listen to the example very carefully in order to understand what they will have to do. Tell them that they have to listen carefully for prepositions so that they can locate the object they are looking for in the picture, and for colours so that they use the correct one to colour the item.

In preparation, you can play 'Thief,' 'Hide and Seek,' 'Colour bingo,' or 'Musical colours' in the *Optional games and activities* section of the Teacher's Notes.

While listening: Advise Ss not to spend too much time trying to colour the items perfectly. This activity does not test their colouring skills, but their understanding of colours, lexical items and prepositions of place.

After listening: Give Ss a few minutes to check their answers.

THE READING AND WRITING SECTION OF THE TEST HAS FIVE PARTS

PART 1 includes five pictures with a sentence accompanying each picture.

Before reading and writing: To revise vocabulary used in this activity, Ss can play any game of the variety included in the *Optional games and activities* section in the Teacher's Notes.

While reading and writing: Tell Ss that they must try to understand the sentence and must mark with a (✓) or (X) whether the sentence agrees or not with the picture.

After reading and writing: Give Ss a few minutes to check their answers.

In **PART 2**, Ss have to look at a picture, read five short sentences and write *yes* or *no* according to what's stated in the sentences.

Before reading and writing: Tell Ss to read the sentences carefully. They may want to circle or slightly underline significant words in each sentence that will help understanding, such as verbs, nouns or prepositions. Ss must compare the sentences to the picture and see if they apply or not.

To enhance Ss vocabulary bank, you can play/do any of the *Optional games and activities* in the Teacher's Notes.

While reading and writing: Tell Ss not to worry if they are not sure about an answer or two. Suggest that they answer what they think is most appropriate, and note that any answer is preferable to a blank space.

After reading and writing: Give Ss a few minutes to check their answers.

For **PART 3**, Ss have to look at five pictures and unscramble the letters to spell a word correctly.

Before reading and writing: Ss can play a variety of games in preparation for this activity, which can be found in the *Optional games and activities* section in the Teacher's Notes.

While reading and writing: Tell Ss to cross out the letters as they go along, starting from the first and up to the last one.

After reading and writing: Give Ss a few minutes to check their answers.

In **PART 4**, Ss have to complete a semi-factual text with five words they will have to choose from among seven.

Before reading and writing: Most of the games and activities in the *Optional games and activities* section in the Teacher's Notes are suitable for revision of the vocabulary and structures examined in this part.

While reading and writing: Advise Ss to look carefully at all the given words before they make a decision. Point out that the words are illustrated, so even if Ss are not sure about the meaning of a word, they can use the picture as a prompt.

Note that they must be careful and check whether the words required to fill in the spaces are in the singular or the plural form.

After reading and writing: Give Ss a few minutes to check their answers.

PART 5 is comprised of three pictures that tell a story. Ss will have to answer five questions, giving one-word answers.

Before reading and writing: Provide Ss with revision activities, especially ones focusing on spelling and counting. A variety of these activities are included in the *Optional games and activities* section in the Teacher's Notes. Make sure that Ss know the colours and the numbers 1-20 and that they are able to spell them correctly.

While reading and writing: Tell Ss to carefully read the questions, so that they understand what they have to answer.

After reading and writing: Give Ss a few minutes to check their answers.

THE SPEAKING SECTION ALSO HAS FOUR PARTS

In **PART 1**, the examiner asks the name of the S first. Then the S is shown a big picture (*scene card*) and the examiner makes comments about it, asking the S to identify various things in the picture.

Tell Ss not to worry, as this is an easy task and the examiner will be friendly and helpful.

After that, the examiner will show the S some cards (*object cards*) and tell him/her to place the cards on various places on the big picture (*scene card*).

Tell Ss to look carefully at the scene card first, trying to locate the place of the items shown there. This will make it easier for them to follow the examiner's instructions and accomplish the task.

In **PART 2**, the S will have to answer *wh-* questions about the scene card and then describe an object from the scene card.

Tell Ss to listen carefully to the questions, and to try to give a short answer to every question, even if they are not sure what the correct answer might be.

Advise Ss to say '*Sorry, I don't understand,*' if they face any trouble. The examiner will repeat his/her question.

PART 3 will have the examiner show four new object cards to the S. The examiner will ask three questions about each card.

Tell Ss to listen carefully to the questions, focusing on the question words the examiner uses. Tell them that short answers, even one-word answers, are usually enough.

In **PART 4**, the S will have to answer some questions that are not related to the scene card or the object cards, and that require a more personal response. These are questions about the S himself/herself and also require one-word answers, so Ss should not worry about them.

Tell Ss to try to answer all the questions. When the examiner thanks the S and says goodbye, the S should do the same.

Optional games & activities

Number/ Letter / Colour Bingo

- Ask Ss to draw a 3 x 3 grid in their notebooks, and to write six different numbers from one to twenty or six letters of the alphabet or to colour each part of the grid in a different colour.
- Do an example on the board.
- Call out the numbers/letters/colours at random.
- The first S to get all his/her numbers/letters/colours called out, shouts *Bingo!* and wins.

Thief

- Place classroom objects (pencil, book, ruler, pen, rubber) on your desk. Tell Ss to memorise exactly what is on your desk. Instruct Ss to close their eyes. Hide one of the objects. Ss must try to remember which object is missing.
- Alternatively, Ss can memorise the objects in a particular order. Then, change the order. Ss must try to remember the objects in order.

Note: You can play thief with words of other lexical sets, e.g. house/furniture/clothes, etc., but you will have to use cut-out photos from magazines instead of the objects themselves.

Teacher Says

- Tell Ss that they must only do what 'Teacher says', e.g. *Teacher says, touch your ears.*
- They must not perform the action if it isn't preceded by the words 'Teacher says.' If a S does so, he/she is out of the game. The last S to be caught out wins.

My zoo

- Write the name of five animals on the board (e.g. tiger, elephant, hippo, monkey, giraffe).
- Tell Ss to draw a zoo on a piece of paper. Instruct them to draw two or three of these animals in the zoo. Point out that they can draw the same animal more than once.
- Ss come to the front of the classroom and present their picture saying, e.g. *There is a hippo. There are three giraffes.*

Hide and seek

- Pick an object which is easy to find in the classroom.
- Ask Ss *What's this? (A pen/ruler, etc).*
- Tell Ss that you are going to hide the object and they must find where it is. Keep asking *Where's the ...?*

- o Ss must look for the object and then make sentences, e.g. *The pen is on the red book.*
- o Choose a few Ss to hide other objects and get the whole class to help with the answers.

Guessing game

- o Tell a S to come to the front of the class and think of a S in the class without telling anyone who it is. The S should say only if it's a boy or a girl.
- o The other Ss have to ask questions about the colour of his/her clothes in order to find out who the S is, e.g. *What colour are his/her shoes?*
- o The S who finds the person first comes to the front and continues the game.

Musical colours

- o Using Blu tack or sticky tape, stick nine coloured cardboard squares on the floor to form a circle.
- o Have nine Ss stand on the colours. Give out pieces of paper in the same colours to the rest of the Ss.
- o Play some music and have Ss walk around, stepping on the colours.
- o Stop the music and ask each S to name the colour he/she is standing on.
- o Have seated Ss hold up pieces of paper / objects in the corresponding colour and shout out the colour. If you have enough room, you could have two teams play in two circles. Each S who answers correctly, earns a point for his/her team.

Hangman

- o A student chooses a word and the class must guess the letters. For each incorrect guess, the student draws part of the stick man to be hanged.

Miming

- o A student mimes an action and the class must guess what he/she is doing. The Ss ask: *Are you riding a horse?*, etc. until they guess correctly. The student who guesses correctly has the next turn. This is also effective with occupations or animals.

Word snakes

- o Say a word and the Ss must take turns to find another word which begins with the last letter of the previous word, e.g. 'cat, tree, elephant, ten,' etc.

Spell backwards

- o Ss take turns to spell a word backwards and whoever guesses the word correctly has the next turn.

Spelling bee

- o Hold a spelling bee competition. The S who manages to spell the most words without a mistake, wins.

Key to unit activities

Unit 1

- A.** (Reading & Writing Part 1)
1. (✗) 2. (✓) 3. (✗) 4. (✗) 5. (✓)

- B.** (Listening Part 4)
1. pencil **on** the teacher's desk - **yellow**
pencil **in** the school bag - **green**
pencil **on** the floor - **brown**
pencil **on** the chair - **pink**
pencil **on** the board - **purple**

- C.** Open answers

Unit 2

- A.** (Reading & Writing Part 1)
1. (✓) 2. (✗) 3. (✗) 4. (✓) 5. (✓) 6. (✗) 7. (✗)

- B.** (Reading & Writing Part 4)
1. brown 2. nose 3. legs 4. tail 5. ears

- C.** Open answers

Unit 3

- A.** (Reading & Writing Part 3)
1. rubber 2. pencil 3. book 4. ruler 5. school 6. bag

- B.** (Listening Part 2)
1. 8 2. Tony 3. Mr Green 4. 18

- C.** (Reading & Writing Part 5)
1. Five 2. Ten 3. Three 4. Yes 5. Nine (including the teacher's)

- D.** Open answers

Unit 4

- A.** (Reading & Writing Part 3)
1. lorry 2. helicopter 3. plane 4. bike 5. motorbike

- B.** (Reading & Writing Part 5)
1. car 2. man 3. Yes 4. bus 5. cat

- C.** Open answers

Unit 5

- A.** (Reading & Writing Part 1)
1. (✓) 2. (✓) 3. (✗) 4. (✗) 5. (✓) 6. (✓) 7. (✗) 8. (✓)

- B.** (Reading & Writing Part 2)
1. yes 2. no 3. yes 4. no 5. no

- C.** Open answers

Unit 6

- A.** (Reading & Writing Part 2)
1. no 2. no 3. no 4. yes 5. no

- B.** (Reading & Writing Part 3)
1. sun 2. tree 3. water 4. night

- C.** (Reading & Writing Part 4)
1. garden 2. green 3. birds 4. animals 5. climb

- D.** Open answers

Unit 7

- A.** (Reading & Writing Part 3)
1. draw 2. walk 3. write 4. drink 5. watch 6. clean 7. point

- B.** (Listening Part 1)
Lines should be drawn between:
1. Lucy and the girl who is reading a book.
2. Anna and the girl who is drawing.
3. Tony and the boy who is holding a bike.
4. Bill and the boy who is playing with the toy lorries.
5. Alex and the boy who is petting a cat.

- C.** Open answers

Unit 8

- A.** (Reading & Writing Part 2)
1. no 2. no 3. yes 4. yes 5. no

- B.** (Listening Part 3)
1. 2nd picture 2. 2nd picture 3. 2nd picture 4. 3rd picture

- C.** (Reading & Writing Part 5)
1. five 2. crocodile 3. head 4. goat 5. floor

- D.** Open answers

Unit 9

- A.** (Reading & Writing Part 1)
1. (✗) 2. (✓) 3. (✓) 4. (✗) 5. (✗)

- B.** (Reading & Writing Part 2)
1. no 2. no 3. no 4. yes 5. no

- C.** (Reading & Writing Part 4)
1. small 2. nose 3. animals 4. eat 5. smile

- D.** Open answers

Unit 10

- A.** (Reading & Writing Part 3)
1. cupboard 2. armchair 3. clock 4. computer 5. window 6. sofa 7. mirror

- B.** (Listening Part 1)
Lines should be drawn between:
1. Tony and the boy who is playing with a toy plane and a toy helicopter.
2. Lucy and the girl with the brown hair who is sitting on the sofa.
3. May and the girl who is in the bathroom.
4. Bill and the boy who is sitting under the table.
5. Anna and the girl who is standing between the bookcase and the window.

- C.** (Reading & Writing Part 2)
1. yes 2. yes 3. no 4. no 5. yes 6. yes

- D.** Open answers

Unit 11

- A.** (Reading & Writing Part 1)
1. (✗) 2. (✓) 3. (✗) 4. (✗) 5. (✓)

- B.** (Reading & Writing Part 4)
1. yellow 2. tree 3. food 4. lemonade 5. eat

- C.** (Reading & Writing Part 5)
1. watermelon 2. ten 3. grapes 4. girl 5. yes

- D.** Open answers

Unit 12

- A.** (Reading & Writing Part 2)
1. no 2. no 3. yes 4. no 5. no

- B.** (Reading & Writing Part 4)
1. children 2. teachers 3. playground 4. open 5. night

- C.** Open answers

Unit 13

- A.** (Reading & Writing Part 2)
1. no 2. no 3. yes 4. no 5. no

- B.** (Listening Part 4)
doll **next to** the computer - **green**
doll **in** the bookcase - **red**
doll **behind** the girl - **yellow**
doll **on** the chair - **black**

- C.** (Reading & Writing Part 5)
1. bookcase 2. thirteen 3. piano 4. twelve 5. no (thirteen)

- D.** Open answers

Unit 14

- A.** (Reading & Writing Part 1)
1. (✗) 2. (✓) 3. (✗) 4. (✗) 5. (✓) 6. (✓)

- B.** (Reading & Writing Part 5)
1. cake 2. jeans 3. laughing 4. frog 5. red

- C.** (Listening Part 3)
1. 3rd picture 2. 3rd picture 3. 2nd picture 4. 1st picture

- D.** Open answers

Key to tests

Test 1

Listening

Part 1 5 marks

Lines should be drawn between:

1. Bill and the boy who is eating a sandwich.
2. Tom and the boy who is running.
3. May and the girl who is taking photos.
4. Anna and the girl who is drinking lemonade.
5. Tony and the boy who is reading a book.

Part 2 5 marks

1. Ben
2. 3/three
3. 20/twenty
4. Black
5. 2/two

Part 3 5 marks

1. 1st picture
2. 3rd picture
3. 1st picture
4. 2nd picture
5. 3rd picture

Part 4 5 marks

1. frog **on** the girl's head - **grey**
2. frog **between** the flowers - **red**
3. small frog the boy **is holding** - **yellow**
4. frog **in** the tree - **black**
5. frog **next to** the boy with the ice cream - **brown**

Reading and Writing

Part 1 5 marks

1. ✓
2. ✗
3. ✓
4. ✓
5. ✗

Part 2 5 marks

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

Part 3 5 marks

1. snake
2. crocodile
3. monkey
4. hippo
5. elephant

Part 4 5 marks

1. arms
2. kitchen
3. bathroom
4. breakfast
5. chairs

Part 5 5 marks

1. No
2. girl
3. reading
4. juice
5. bird

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Examiner: Hello. I'm / My name's Mr/Mrs/Miss...	Hello.	
1	Asks the child's name. Points to Scene card. Points to elephants	What's your name? Look at this. This is a zoo. A family is there. Here are the elephants. *, where are the monkeys? Where are the lizards?	My name is (name). / I'm (name). Points to items in the picture.	

Key to tests - Test 1

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Points to Object cards.	<p>Now look at these. Which is the cow? I'm putting the cow between the elephants and the hippo.</p> <p>Now you put the cow next to the giraffes.</p> <p>Which is the bread?</p> <p>Put the bread in the woman's bag.</p> <p>Which is the motorbike?</p> <p>Put the motorbike behind the boy.</p>	<p>Points to Object card.</p> <p>Puts Object card in place. (next to the giraffes)</p> <p>Points to Object card.</p> <p>Puts Object card in place. (in the woman's bag)</p> <p>Points to Object card.</p> <p>Puts Object card in place. (behind the boy)</p>	<p>Is this the cow? (pointing to the cow)</p> <p>Where are the giraffes?</p> <p>Is this the bread? (pointing to the bread)</p> <p>Where's the woman's bag?</p> <p>Is this the motorbike? (pointing at the motorbike)</p> <p>Where's the boy?</p>
2	<p>Removes Object cards and points to hippo.</p> <p>Points to the woman's bag.</p>	<p>Now, *, what's this?</p> <p>What colour is it?</p> <p>How many hippos are there?</p> <p>Tell me about the bag.</p>	<p>hippo</p> <p>grey</p> <p>one</p> <p>red</p>	<p>Is it a hippo?</p> <p>Is it grey?</p> <p>One?/Two?</p> <p>Is it red?</p>
3	<p>Puts Scene card away and picks out four Object cards.</p> <p>Shows bus card.</p> <p>Shows radio card.</p> <p>Shows carrots card.</p> <p>Shows cow card.</p>	<p>What's this? What colour is it? Do you go to school by bus?</p> <p>What's this? What colour is it? Do you listen to the radio?</p> <p>What are these? Do you like carrots? What's your favourite food?</p> <p>What's this? What colour is it? Do you like milk?</p>	<p>bus red yes/no</p> <p>radio white yes/no</p> <p>carrots yes/no</p> <p>meat/fish</p> <p>cow black and white yes/no</p>	<p>Is it a bus? Is it red? Yes?/No?</p> <p>Is it a radio? Is it white? Yes?/No?</p> <p>Are they carrots? Yes?/No? Meat?/Fish?</p> <p>Is it a cow? Is it black and white? Yes?/No?</p>
4	Puts away all cards.	<p>Now, *, which class are you in at school? How many children are in your class? What's your teacher's name?</p>	<p>five</p> <p>20</p> <p>Mr/Mrs/Miss (Brown).</p>	<p>Are you in class five? Are there 20 children in your class? Is your teacher's name Mr/Mrs/Miss (Brown)?</p>
		<p>OK, thank you, *. Goodbye.</p>	<p>Goodbye Leaves</p>	

*Remember to use the child's name throughout the test.

Key to tests - Test 2

Test 2

Listening

Part 1 5 marks

Lines should be drawn between:

1. Tom and the boy who is opening the window.
2. Tony and the boy who is reading a book.
3. Ann and the girl who is putting a book in the bookcase.
4. Kim and the girl who is writing numbers on the whiteboard.
5. Jill and the girl who is spelling her name.

Part 2 5 marks

1. Tom
2. 5/five
3. 2/two
4. 7/seven
5. Bill

Part 3 5 marks

1. 1st picture
2. 2nd picture
3. 3rd picture
4. 2nd picture
5. 3rd picture

Part 4 5 marks

1. lemon **between** the shoes - **purple**
2. lemon **on** the chair - **black**
3. lemon **under** the table - **brown**
4. lemon **behind** the cupboard door - **pink**
5. lemon **in** the box - **green**

Reading and Writing

Part 1 5 marks

1. ✓
2. ✓
3. ✗
4. ✓
5. ✗

Part 2 5 marks

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

Part 3 5 marks

1. lamp
2. bookcase
3. cupboard
4. hall
5. armchair

Part 4 5 marks

1. brown
2. necks
3. fruit
4. run
5. fly

Part 5 5 marks

1. milk
2. painting
3. no
4. red
5. girl

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Examiner: Hello. I'm / My name's Mr/Mrs/Miss...	Hello.	
1	Asks the child's name. Points to Scene card.	What's your name? Look at this. This is a dining room. The family is eating. Here's the father. *, where's the cat? Where's the mother?	My name is (name). / I'm (name). Points to items in the picture.	

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Points to Object cards.	<p>Now look at these. Which are the beans? I'm putting the beans on the table.</p> <p>Now you put the beans next to the cat.</p> <p>Which is the spider?</p> <p>Put the spider under the table.</p> <p>Which is the coconut?</p> <p>Put the coconut on the chair.</p>	<p>Points to Object card.</p> <p>Puts Object card in place. (next to the cat)</p> <p>Points to Object card.</p> <p>Puts Object card in place. (under the table)</p> <p>Points to Object card.</p> <p>Puts Object card in place. (on the chair)</p>	<p>Are these the beans? (pointing to the beans)</p> <p>Where's the cat?</p> <p>Is this the spider? (pointing to the spider)</p> <p>Where's the table?</p> <p>Is this the coconut? (pointing to the coconut)</p> <p>Where's the chair?</p>
2	Removes Object cards and points to the car on the Scene card. Points to the table.	<p>Now, *, what's this?</p> <p>What colour is it?</p> <p>How many toys are there?</p> <p>Tell me about the table.</p>	<p>car</p> <p>blue</p> <p>three</p> <p>brown / big</p>	<p>Is it a car?</p> <p>Is it blue?</p> <p>Three? Four?</p> <p>Is it brown? / Is it big?</p>
3	<p>Puts Scene card away and picks out four Object cards.</p> <p>Shows shell card.</p> <p>Shows sheep card.</p> <p>Shows bathroom card.</p> <p>Shows spider card.</p>	<p>What's this? What colour is it? Do you like shells?</p> <p>What's this? Do you like sheep? What's your favourite animal?</p> <p>What's this? Have you got a bath in your bathroom? How many rooms are there in your house?</p> <p>What's this? Do you like spiders?</p>	<p>shell yellow yes/no</p> <p>sheep yes/no</p> <p>monkeys/crocodiles</p> <p>bathroom yes/no four/five</p> <p>spider yes/no</p>	<p>Is it a shell? Is it white/yellow? Yes?/No?</p> <p>Is it a sheep? Yes?/No?</p> <p>Monkeys?/Crocodiles?</p> <p>Is it a bathroom? Yes?/no? Four?/Five?</p> <p>Is it a spider? Yes?/No?</p>
4	Puts away all cards.	<p>Now, *, which class are you in at school? Can you play football? What's your favourite colour?</p>	<p>six yes/no</p> <p>blue/red</p>	<p>Are you in class five/six? Yes?/No?</p> <p>Blue?/Red?</p>
		<p>OK, thank you, *. Goodbye.</p>	<p>Goodbye Leaves</p>	

*Remember to use the child's name throughout the test.

Test 3

Listening

Part 1 5 marks

Lines should be drawn between:

1. Jim and the boy who is catching the ball.
2. Anna and the girl with the short hair who is playing table tennis.
3. Tim and the boy who is running.
4. Bill and the boy who is kicking the ball.
5. Lucy and the girl who is playing tennis.

Part 2 5 marks

1. Lucy
2. Sam
3. 10/ten
4. Happy
5. 2/two

Part 3 5 marks

1. 3rd picture
2. 1st picture
3. 2nd picture
4. 3rd picture
5. 2nd picture

Part 4 5 marks

1. the hat **behind** the short boy - **blue**
2. the hat **under** the trousers - **purple**
3. the hat **in** the boat - **black**
4. the hat **under** the bird - **pink**
5. the **tall boy's** hat - **yellow**

Reading and Writing

Part 1 5 marks

1. ✓
2. ✓
3. ✗
4. ✓
5. ✗

Part 2 5 marks

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

Part 3 5 marks

1. sausages
2. coconut
3. chicken
4. chips
5. water

Part 4 5 marks

1. grey
2. ears
3. tails
4. meat
5. water

Part 5 5 marks

1. girl
2. two
3. girl
4. tree
5. frog

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Examiner: Hello. I'm / My name's Mr/Mrs/Miss...	Hello.	
1	Asks the child's name. Points to Scene card. Points to woman.	What's your name? Look at this. It's a street. A woman is crossing the street with her child. Here she is. *, where's the bus? Where's the motorbike?	My name is (name). / I'm (name). Points to items in the picture.	

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Points to Object cards.	<p>Now look at these. Which is the robot? I'm putting the robot in the bus.</p> <p>Now you put the robot on the red car.</p> <p>Which is the hippo?</p> <p>Put the hippo next to the black car.</p> <p>Which is the apple?</p> <p>Put the apple on the girl's hand.</p>	<p>Points to Object card.</p> <p>Puts Object card in place. (on the red car)</p> <p>Points to Object card.</p> <p>Puts Object card in place. (next to the black car)</p> <p>Points to Object card.</p> <p>Puts Object card in place. (on the girl's hand)</p>	<p>Is this the robot? (pointing to the robot)</p> <p>Where's the red car?</p> <p>Is this the hippo? (pointing to the hippo)</p> <p>Where's the black car?</p> <p>Is this the apple? (pointing to the apple)</p> <p>Where is the girl?</p>
2	<p>Removes Object cards and points to the white bike.</p> <p>Points to the toy shop.</p>	<p>Now, * what's this? What colour is it? How many bikes are there?</p> <p>Tell me about the toy shop.</p>	<p>bike white</p> <p>one</p> <p>robot</p>	<p>Is it a bike? Is it white?</p> <p>One? / Two?</p> <p>What can you see?</p>
3	<p>Puts Scene card away and picks out four Object cards.</p> <p>Shows pineapple card.</p> <p>Points to mice card.</p> <p>Points to sun card.</p> <p>Shows apple card.</p>	<p>What's this? Do you like fruit? What fruit do you like?</p> <p>What are these? What colour are they? How many mice are there?</p> <p>What's this? What colour is it? Do you like going to the beach?</p> <p>What's this? What colour is it? Do you like apples?</p>	<p>pineapple yes/no bananas/grapes</p> <p>mice grey</p> <p>two</p> <p>sun yellow</p> <p>yes/no</p> <p>apple red yes/no</p>	<p>Is it a pineapple? Yes? / No? Bananas? / Grapes?</p> <p>Are they mice? Are they grey?</p> <p>One? / Two?</p> <p>Is it the sun? Is it yellow?</p> <p>Yes? / No?</p> <p>Is it an apple? Is it red? Yes? / No?</p>
4	Puts away all cards.	<p>Now, *, have you got a big house? How many rooms are there? Have you got brothers and sisters?</p>	<p>yes/no</p> <p>three/four</p> <p>yes/no</p>	
		<p>OK, thank you, *. Goodbye.</p>	<p>Goodbye Leaves</p>	

*Remember to use the child's name throughout the test.

Test 4

Listening

Part 1 5 marks

Lines should be drawn between:

1. Bill and the boy in the red T-shirt who is drinking water.
2. Tony and the boy who is looking at the monkeys.
3. Kim and the girl who is taking photos of the horses.
4. Sue and the girl who is giving bread to the ducks.
5. May and the girl who is eating ice cream.

Part 2 5 marks

1. Sue
2. 2/two
3. Tom
4. 12/twelve
5. 18/eighteen

Part 3 5 marks

1. 1st picture
2. 3rd picture
3. 1st picture
4. 3rd picture
5. 2nd picture

Part 4 5 marks

1. the monkey **in** the car - **yellow**
2. the monkey **in front of** the door - **pink**
3. the monkey **between** the flowers - **grey**
4. the monkey **next to** the window - **orange**
5. the monkey **on** the ball - **green**

Reading and Writing

Part 1 5 marks

1. **x**
2. **x**
3. **✓**
4. **✓**
5. **x**

Part 2 5 marks

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

Part 3 5 marks

1. white
2. yellow
3. orange
4. pink
5. blue

Part 4 5 marks

1. read
2. letters
3. funny
4. bags
5. desks

Part 5 5 marks

1. ball
2. throwing
3. catching
4. teacher/man
5. water

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Examiner: Hello. I'm / My name's Mr/Mrs/Miss...	Hello.	
1	Asks the child's name. Points to Scene card. Points to grandfather.	What's your name? Look at this. This is a dining room. The family is having dinner. Here's the grandfather. *, where's the grandmother? Where's the lamp?	My name is (name). / I'm (name). Points to items in the picture.	

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Points to Object cards.	<p>Now look at these. Which is the lemonade? I'm putting the lemonade next to the eggs.</p> <p>Now you put the lemonade in front of the boy.</p> <p>Which are the peas?</p> <p>Put the peas between the chicken and the fish.</p> <p>Which is the computer?</p> <p>Put the computer in front of the sofa.</p>	<p>Points to Object card.</p> <p>Puts Object card in place. (in front of the boy)</p> <p>Points to Object card.</p> <p>Puts Object card in place. (between the chicken and the fish)</p> <p>Points to Object card.</p> <p>Puts Object card in place. (in front of the sofa)</p>	<p>Is this the lemonade? (pointing to the lemonade)</p> <p>Where's the boy?</p> <p>Are these the peas? (pointing to the peas)</p> <p>Where are the chicken and the fish?</p> <p>Is this the computer? (pointing to the computer)</p> <p>Where's the sofa?</p>
2	<p>Removes Object cards and points to the cat on Scene card.</p> <p>Points to the sofa.</p>	<p>Now, * what's this? What colour is it?</p> <p>What is it doing?</p> <p>Tell me about the sofa.</p>	<p>cat black, white and orange</p> <p>playing with the ball/boy</p> <p>brown / next to the lamp</p>	<p>Is it a cat? Is it black, white and orange? Is it playing with the ball/boy?</p> <p>Is it brown? / Where is it?</p>
3	<p>Puts Scene card away and picks out four Object cards.</p> <p>Shows flower card.</p> <p>Points to snake card.</p> <p>Points to sock card.</p> <p>Shows lemonade card.</p>	<p>What's this? What colour is it?</p> <p>Have you got a garden? What's this? What colour is it? Do you like stories with snakes?</p> <p>What's this? What colour is it? What clothes do you like wearing?</p> <p>What's this? What colour is it? Do you like lemonade?</p>	<p>flower red</p> <p>yes/no snake green</p> <p>yes/no</p> <p>sock blue</p> <p>jeans/trousers/T-shirts</p> <p>lemonade yellow yes/no</p>	<p>Is it a flower? Is it red?</p> <p>Yes? / No? Is it a snake? Is it green?</p> <p>Yes? / No?</p> <p>Is it a sock? Is it blue?</p> <p>Jeans?/Trousers?/T-shirts?</p> <p>Is it lemonade? Is it yellow? Yes? / No?</p>
4	<p>Puts away all cards.</p>	<p>Now, *, do you live in a flat or in a house?</p> <p>What's your favourite sport?</p> <p>Can you swim?</p>	<p>flat/house</p> <p>baseball yes/no</p>	<p>Flat?/House?</p> <p>Baseball? Yes?/No?</p>
		<p>OK, thank you, *. Goodbye.</p>	<p>Goodbye Leaves</p>	

*Remember to use the child's name throughout the test.

Test 5

Listening

Part 1 5 marks

Lines should be drawn between:

1. Ann and the girl without a hat who is walking on the beach.
2. Pat and the girl who is playing with the sand.
3. Tom and the boy who is swimming.
4. Tony and the boy who is fishing with his father.
5. Alex and the boy who is counting shells.

Part 2 5 marks

1. Brown
2. Garden
3. 4/four
4. 2/two
5. Sam

Part 3 5 marks

1. A
2. B
3. A
4. A
5. C

Part 4 5 marks

1. the mouse **behind** the kitchen door - **brown**
2. the mouse **on** the chair - **purple**
3. the mouse **in** the shoe - **pink**
4. the mouse **on** the lamp - **yellow**
5. the mouse **on** the painting - **blue**

Reading and Writing

Part 1 5 marks

1. ✓
2. ✓
3. ✓
4. ✗
5. ✗

Part 2 5 marks

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

Part 3 5 marks

1. basketball
2. football
3. tennis
4. baseball
5. table tennis

Part 4 5 marks

1. breakfast
2. morning
3. evening
4. TV
5. garden

Part 5 5 marks

1. 3/three
2. banana
3. girl
4. angry
5. running

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Examiner: Hello. I'm / My name's Mr/Mrs/Miss...	Hello.	
1	Asks the child's name. Points to Scene card. Points to box.	What's your name? Look at this. The family is in the car. The children are going to school. Here's the father. * Where's the box?	My name is (name). / I'm (name). Points to items in the picture.	

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Points to Object cards.	<p>Now look at these. Which is the ruler? I'm putting the ruler in the boy's bag.</p> <p>Now you put the ruler in the girl's bag.</p> <p>Which is the ball?</p> <p>Put the ball in the box.</p> <p>Which is the handbag?</p> <p>Put the handbag in front of the mother.</p>	<p>Points to Object card.</p> <p>Puts Object card in place. (in the girl's bag)</p> <p>Points to Object card.</p> <p>Puts Object card in place. (in the box)</p> <p>Points to Object card.</p> <p>Puts Object card in place. (in front of the mother)</p>	<p>Is this the ruler? (pointing to the ruler)</p> <p>Where's the girl's bag?</p> <p>Is this the ball? (pointing to the ball)</p> <p>Where's the box?</p> <p>Is this the handbag? (pointing to the handbag)</p> <p>Where's the mother?</p>
2	<p>Removes Object cards and points to the pink bag on Scene card.</p> <p>Points to the book.</p>	<p>Now, * what's this? What colour is it? How many bags are there?</p> <p>Tell me about the book.</p>	<p>bag</p> <p>pink</p> <p>two</p> <p>red</p>	<p>Is it a bag?</p> <p>Is it pink?</p> <p>One? Two?</p> <p>Is it red?</p>
3	<p>Puts Scene card away and picks out four Object cards.</p> <p>Shows kite card.</p> <p>Points to mirror card.</p> <p>Shows bike card.</p> <p>Shows board card.</p>	<p>What's this? What colour is it? Have you got a kite?</p> <p>What's this? What colour is it? Is there a mirror in your bedroom?</p> <p>What's this? What colour is it? Can you ride a bike?</p> <p>What's this? What colour is it? Is there a board in your classroom?</p>	<p>kite</p> <p>purple</p> <p>yes/no</p> <p>mirror</p> <p>grey</p> <p>yes/no</p> <p>bike</p> <p>red</p> <p>yes/no</p> <p>board</p> <p>green</p> <p>yes/no</p>	<p>Is it a kite?</p> <p>Is it purple?</p> <p>Yes?/No?</p> <p>Is it a mirror?</p> <p>Is it grey?</p> <p>Yes?/No?</p> <p>Is it a bike?</p> <p>Is it red?</p> <p>Yes? No?</p> <p>Is it a board?</p> <p>Is it green?</p> <p>Yes? / No?</p>
4	Puts away all the cards.	<p>Now, *, what's your favourite sport?</p> <p>Can you play badminton?</p> <p>Can you spell your name?</p>	<p>tennis / football / etc.</p> <p>yes/no</p> <p>T-O-N-Y</p>	<p>Tennis?/Football?</p> <p>Yes?/No?</p> <p>Is it T-O-N-Y?</p>
		<p>OK, thank you, *.</p> <p>Goodbye.</p>	<p>Goodbye</p> <p>Leaves</p>	

*Remember to use the child's name throughout the test.

Listening transcripts

F = Female
M = Male
Fch = Female child
Mch = Male child

Unit 1

B. Look at the picture. Listen and colour. There is one example.

- F** Can you see the pencil on the teacher's desk?
Mch Pardon? Where?
F On the teacher's desk.
Mch Oh, yes.
F OK. Colour it yellow.
Mch Yellow? OK.

Now you listen and colour.

One

- F** Now, colour the pencil in the school bag green.
Mch Sorry? Colour what green?
F Colour the pencil in the school bag green.
Mch OK.

Two

- Mch** Can I colour the pencil on the floor brown?
F Well, OK. Colour the pencil on the floor brown.
Mch Thanks!

Three

- F** OK, now. Colour the pencil on the chair pink.
Mch Pardon? What colour?
F Pink. Colour the pencil on the chair pink.
Mch Sure.

Four

- F** Can you see the pencil on the board?
Mch Yes, there it is.
F Great! Now, colour that purple.
Mch Colour the pencil on the board purple. OK!

Now listen again.

Unit 3

B. Look at the picture and read the questions. Listen and write a name or a number. There is one example.

- F** Hello. What's your name?
Mch I'm Alex.
F Alex? How do you spell that?
Mch It's A-L-E-X.
F A-L-E-X. OK.

Now you listen and write a name or a number.

One

- F** So, Alex. Is this your classroom?
Mch Yes, it is.
F And which class are you in?
Mch I'm in class 8.
F Class 8?
Mch Yes.

Two

- F** Who's that boy with the ball?
Mch Oh, that's my friend Tony.
F Tony? Is that T-O-N-Y?
Mch That's right. T-O-N-Y.
F OK.

Three

- F** Tell me Alex. Do you like your teacher?
Mch Of course. Mr Green is a great teacher.
F Pardon? What's your teacher's name?
Mch Mr Green. It's G-R-E-E-N.
F Right.

Four

- F** And how many children are in Mr Green's class?
Mch Erm... We are 18 children in his class.
F Sorry? How many?
Mch 18.
F Thanks, Alex!

Now listen again.

Unit 7

B. Look at the picture. Listen and draw lines. There is one example.

- Mch** Here's a photo of me and my family, Miss Brown. Look!
F Oh, yes! Who's that? The boy with the plane?
Mch His name's Tom. He's my baby brother.

Now you listen and draw lines.

One

- Mch** Look! My sister is in the photo, too! She's the girl with the book.
F Oh, I see! What's her name?
Mch Her name's Lucy.

Two

- Mch** And there's my cousin Anna. She can draw. Look!
F Oh, yes! I like to draw, too!

Three

- F** Wow! That's a great bike.
Mch Yes! Tony likes his bike. He's my friend.

Four

- F** What are these?
Mch They're two lorries. Bill likes lorries. Look!
F Oh, I see! He can play with them.

Five

- F** And who's that boy?
Mch Who?
F The one with the cat.
Mch Oh, that is Alex.

Now listen again.

Unit 8

B. Look at the pictures. Listen and tick.
There is one example.

What sport can Ben do?

- F** What are you doing, Ben?
Mch I'm watching a match on TV.
F Tennis? But you hate tennis.
Mch I don't hate it. I just can't play tennis.
F And you don't like basketball, right?
Mch Well, I can't play basketball, I'm very bad at it. But I'm great at football.
F Oh, yes. You're great!

Now you listen and tick the box.

One

What can Anna do?

- M** Hello, Anna.
Fch Hi, Dad.
M Do you like your new bike?
Fch Yes, I do! Look, I can ride very well!
M Well, Anna. You're good at sports!
Fch Ha, ha! No, I'm not... I can't swim and I can't run very fast.
M Oh, yes, that's right. But you can ride your bike, so it's OK.

Two

What's Alex's favourite sport?

- Mch** Mum, where's my hat?
F It's in your room. Why?
Mch I'm going to the park with Jim. What are you doing?
F I'm watching table tennis on TV.
Mch Oh, I hate table tennis.
F What about tennis or badminton?
Mch Tennis, table tennis, badminton... I don't like them. Baseball is my favourite sport.

Three

Which is Bill's ball?

- Mch** Hey, Sue. I can't find my ball.
Fch Oh, I think it's in the kitchen.
Mch No, no. That's Tony's basketball.
Fch Hmm. There's a football in my room.
Mch No, no. My ball is not a football.
Fch Is it a tennis ball then? I can see a tennis ball under the armchair.
Mch Yes, that's it. Thanks!

Four

Who can play the piano?

- M** OK, Kim. Let's play the piano now.
Fch What? But I can't play the piano, Grandpa.
M You can't? What about your brother? Can he play the piano?
Fch No, grandpa. He can't.
M Well, I can play the piano. Listen!

Now listen again.

Unit 10

B. Look at the picture. Listen and draw lines.
There is one example.

- Fch** Hi, Uncle Ted. Look at this picture. These are my friends.
M How nice!
Fch Yes! Look at Tom. He's in the living room.
M The boy with the yellow plane?
Fch No. The boy with the blue bag.
M Oh, I see him.

Now you listen and draw lines.

One

- M** And who's the boy with the yellow plane?
Fch That's my friend Tony. Look! He has got a toy helicopter, too!
M Oh, I see him, too!

Two

- M** Where's Lucy?
Fch She's in the living room, too! She's on the sofa. She's next to the cat.
M The one with the brown hair?
Fch Yes.

Three

- M** Where's May?
Fch She is in the bathroom.
M Where? In the bedroom?
Fch No, no! In the bathroom.

Four

- M** And who's that?
Fch Who?
M The boy in the kitchen. Look! He's under the table.
Fch Oh! I see. That's Bill.

Five

- M** And who's that girl?
Fch Where?
M In the bedroom. She's between the bookcase and the window.
Fch Oh, that's Anna.

Now listen again.

Unit 13

B. Look at the picture. Listen and colour.
There is one example.

- M** Wow! Look at Ann's room! It's great. There's Ann. She looks happy with her friend. And look at all the dolls!
Fch Yes. Let's colour them!
M Sure. Can you see the doll under the bed?
Fch Yes. I want to colour it pink.
M Pink? OK. Colour the doll under the bed pink.

Listening transcripts - Units

Now you listen and colour.

One

- M** Now, let's colour the doll next to the computer green.
- Fch** Ha, ha! Green?
- M** Yes. Colour the doll next to the computer green.
- Fch** OK.

Two

- M** Let's colour the doll in the bookcase red.
- Fch** What?
- M** Can you see the bookcase?
- Fch** Yes.
- M** OK. Colour the doll in it red.
- Fch** OK.

Three

- Fch** Now what?
- M** Colour the doll behind the girl yellow.
- Fch** Sorry? Which doll?
- M** The doll behind the girl. Colour it yellow.
- Fch** Yellow. OK.

Four

- M** Colour the doll on the chair black.
- Fch** Oh, I don't like this colour but it's OK. I can colour the doll on the chair black.
- M** Great. Thanks.

Now listen again.

Unit 14

C. Look at the pictures. Listen and tick. There is one example.

Where's Sue's skirt?

- Fch** Bill, I can't find my skirt.
- Mch** Look in your room. On your bed.
- Fch** No, it's not there.
- Mch** What about behind the door? Your room is not very clean you know.
- Fch** Oh, Bill stop it! It's not behind the door. OK?
- Mch** Oh, oh, I know. Is it the blue skirt?
- Fch** Yes, that's the one.
- Mch** It's dirty and it's in the bathroom.
- Fch** Really? Thanks.

Now you listen and tick.

One

Which is mum's dress?

- Mch** That's a nice dress, Mum.
- F** Oh, thanks, Alex.
- Mch** I like the colour. But red is your favourite colour, right?
- F** No, no. Black and white are my favourite colours.

- Mch** Oh, but this dress is purple.
- F** Well, yes, but purple's nice, right?
- Mch** Yes! Ha, ha...

Two

Who is Ben's father?

- Fch** Hey Ben. Is that your father over there?
- Mch** Who?
- Fch** The man with the black trousers.
- Mch** No. My dad is wearing jeans.
- Fch** Oh, it's that man then.
- Mch** No, no. That man is wearing a white shirt and he's got brown hair.
- Fch** Yes, but he is wearing jeans.
- Mch** My dad is the man with the white T-shirt and the black hair.
- Fch** White T-shirt and black hair? Oh. I can see him now.

Three

Which is Tom's favourite shirt?

- F** Tom, don't wear that shirt.
- Mch** But why, Mum? I love black.
- F** I know. But you are wearing black trousers, too.
- Mch** What about the red one?
- F** Well, that's dirty. You can't wear it.
- Mch** Oh, OK. I can wear my favourite shirt then. The blue one!
- F** Great!

Four

What is Jill wearing?

- F** Look at Jill. She's very beautiful.
- M** Yes, she is. That skirt is very nice.
- F** She likes wearing jeans and trousers with T-shirts but today she looks great in her blue skirt and her white shirt.
- M** I know. Her shirt is new and she loves her new clothes.

Now listen again.

Test 1

Hello.

This is the Go Starters Listening Test 1.

PART ONE

Look at the picture. Listen and draw lines.
There is one example.

- Fch** Here's a photo of me and my friends in the park, Mr Black.
M How nice!
Fch Yes! Look! This is Bob. He's riding his bike.
M Oh, yes! I see him.

Now you listen and draw lines.

One

- M** And who's that boy there?
Fch Who?
M He is eating a sandwich!
Fch Oh! He's my friend Bill. He likes sandwiches.

Two

- Fch** And look! There is my friend Tom. He's playing football.
M Umm... is he kicking the ball?
Fch No. He isn't kicking the ball. He's running.
M Oh, I see!

Three

- M** There's a girl here, too!
Fch Who?
M Look! She's taking photos.
Fch Oh! That's May. She can take beautiful photos.

Four

- Fch** And look! That's my friend, Anna.
M Who?
Fch Anna. She's drinking lemonade. She's smiling, too! She likes lemonade.
M Me too!

Five

- Fch** And look! That's Tony.
M Where?
Fch He's between Bill and Anna. He's reading a book.
M That's nice!

Now listen to Part One again.
That is the end of Part One.

PART TWO

Look at the picture and read the questions. Listen and write a name or a number. There are two examples.

- F** Who is this boy in the photo with you, Sam?
Mch It's my friend.
F What's his name?
Mch Tony.
F Tony? Is it T-O-N-Y?
Mch Yes. Tony.
F And how old is Tony?
Mch He's eight.
F Eight?
Mch Yes.

Now you listen and write a name or a number.

One

- F** And whose is this bird in the photo? Is it yours?
Mch Yes. It's my bird.
F What's its name?
Mch Ben.
F And how do you spell this name?
Mch B-E-N.
F Oh, right.

Two

- F** Has Tony got a bird, too?
Mch No, he hasn't. He has got a cat, Lucy.
F How old is Lucy?
Mch She's three.
F Three?
Mch Yes.

Three

- F** Is Tony in your class?
Mch Yes.
F How many children are there in your class?
Mch Erm... twenty.
F Twenty children?
Mch Yes. Twenty.

Four

- F** Do you like your teacher?
Mch Yes. She's very nice.
F And what's her name?
Mch Miss Black.
F Miss Black? Is it B-L-A-C-K?
Mch Yes. Black.

Five

- F** Your sister's name is Anna. Right?
Mch Yes.
F How many sisters have you got?
Mch Two. I've got two sisters.
F Oh, OK.

Now listen to Part Two again.
That is the end of Part Two.

PART THREE

Look at the pictures. Listen and tick. There is one example.

What is Alex doing?

Listening transcripts - Test 1

- Mch** Where is Alex?
F He's in the park.
Mch Is he playing football with his friends?
F No, he isn't.
Mch Is he playing baseball?
F No, no. He doesn't like baseball. He's playing basketball.
Mch Basketball?
F Yes. Basketball.

Now you listen and tick.

One

Where is the camera?

- Fch** Dad, where is the camera?
M It's in your bedroom, next to your computer.
Fch On my bed?
M No, not on your bed. It's on your desk. Next to your computer.
Fch Oh, right.

Two

Who is Pat?

- Mch** Who is that girl?
Fch Which girl?
Mch The one with the red trousers.
Fch And the white shoes?
Mch No. The one with the red trousers and the red shoes.
Fch Oh! That's Pat.

Three

Which is Bill's favourite food?

- Mch** Mum, what's for lunch?
F Your favourite!
Mch Fish and chips?
F Erm... No!
Mch Fish and rice?
F No... sausages.
Mch Sausages? Oh, Mum! Sausages aren't my favourite food!
F They aren't? Oh, sorry!

Four

What is May doing?

- M** May, where are you?
Fch I'm in the living room, Dad.
M Are you talking on the phone?
Fch No, Dad. Sue is here, too.
M Oh, are you playing computer games?
Fch No. We're watching TV.
M Watching TV? Oh, OK.

Five

Where's Tom's jacket?

- Mch** Mum, I can't find my jacket. It isn't in my room.
F No? Look under your bed.
Mch No, no. It's not there.
F Let's look in the living room.
Mch OK. I can't see it.
F Hey, there it is. Under that armchair.
Mch Where? On the armchair?

- F** No, under the armchair.
Mch Oh, yes, there it is!

Now listen to Part Three again. That is the end of Part Three.

PART FOUR

Look at the picture. Listen and colour. There is one example.

- M** Do you like this picture? It's a picture of some children in the playground.
Fch Oh, yes! It's nice.
M Can you see the boy on the bike?
Fch Yes. There is a frog behind him.
M Right. Now colour it blue.
Fch Blue?
M Yes. Colour that frog blue.

Now you listen and colour.

One

- M** Now, can you see the girl under the tree? She's sleeping.
Fch Yes. She's sleeping and there is a frog on her head.
M Right. You can colour that frog grey.
Fch Grey. OK.

Two

- M** There is a frog between two flowers. Can you see it?
Fch Oh, yes. There are the flowers.
M OK. Colour that frog red.
Fch Red? That's funny!
M Yes. Colour the frog red.

Three

- M** OK. Now, look at the boy behind the bike.
Fch He's holding a small frog.
M Right. Colour the small frog yellow.
Fch Pardon? What colour?
M Colour the small frog yellow.
Fch OK.

Four

- M** Now, can you see a frog in the tree?
Fch Oh, yes.
M Colour it black.
Fch Black?
M Yes. Colour the frog in the tree black.
Fch Right.

Five

- M** Now look at the boy with the ice cream.
Fch Oh, yes. I can see him.
M There is a frog next to him. Colour it brown.
Fch Sorry?
M Colour the frog next to the boy with the ice cream brown.
Fch Sure.

Now listen to Part Four again.
That is the end of the Go Starters
Listening Test 1.

Test 2

Hello.
This is the Go Starters Listening Test 2.

PART ONE

Look at the picture. Listen and draw lines.
There is one example.

- Mch** Hello, Dad. Look! Here's a photo of my classroom.
M How, nice!
Mch Yes! Look! That's Alex. He's closing the door.
M Oh, yes! I see him.

Now you listen and draw lines.

One

- M** And who's that boy there?
Mch Who?
M He is opening the window!
Mch Oh! He's my friend Tom.

Two

- Mch** And look! There is my friend, Tony.
M Where is he?
Mch He's sitting at his desk.
M Is he writing in his notebook?
Mch No, he isn't. He's reading a book.
M Oh! Now I see him.

Three

- M** And that girl?
Mch Who?
M She's in front of the bookcase.
Mch Oh! That's Ann. She is putting the book in the bookcase.

Four

- Mch** And look! Kim is in front of the whiteboard.
M Who?
Mch Kim. She's writing numbers. She can count to ten.

Five

- M** And who is the girl next to Kim?
Mch That's Jill. Look! She's spelling her name.
M That's nice!

Now listen to Part One again.
That is the end of Part One.

PART TWO

Look at the picture and read the questions. Listen and write a name or a number. There are two examples.

- F** Hello. What's your name?
Mch My name's Alex.
F And how do you spell your name?
Mch A-L-E-X.
F And how old are you, Alex?
Mch I'm nine years old.
F Nine!
Mch Yes, nine.

Now you listen and write a name or a number.

One

- F** And who's that with you?
Mch He's my friend.
F What's his name?
Mch He's Tom.
F How do you spell that?
Mch T-O-M.

Two

- F** Is Tom nine years old, too?
Mch Yes, he is. We're in the same class.
F Really? What class are you in?
Mch We're in class five.
F Five?
Mch Right.

Three

- F** Alex, have you got a sister?
Mch No, I haven't. But I've got a brother.
F And how old is your brother?
Mch He's two years old.
F Two? Oh, he's a baby.

Four

- F** Have you got a big house?
Mch Yes. It's big.
F How many rooms are there in your house?
Mch There are seven rooms.
F Seven? Wow! Your house is big!
Mch Ha, ha! Yes.

Five

- F** And, do you like your bedroom?
Mch Well, it's nice. But my cousin's bedroom is great!
F Your cousin's?
Mch Yes. My cousin Bill has got a great bedroom.
F Bill? How do you spell that?
Mch B-I-L-L.
F OK.

Now listen to Part Two again.
That is the end of Part Two.

Listening transcripts - Test 2

PART THREE

Look at the pictures. Listen and tick. There is one example.

What is Ann doing?

- F** Where is Ann?
M In her room.
F Is she reading a book?
M No, she isn't.
F What's that song? Is she singing?
M Ha, ha! No, that's the radio. She's drawing a picture.
F Oh.

Now you listen and tick.

One

Where is Pat?

- Mch** Hello? Is Pat there?
F No, she isn't.
Mch She isn't at school today, right?
F Right. She isn't at school.
Mch Is she at the zoo with Tanya?
F No, she isn't. She's at the beach with her father.
Mch At the beach? Oh, OK.

Two

Which one is Anna's cat?

- Mch** Hello, Anna. Is this your cat?
Fch Yes. This is my cat Black.
Mch Black? But she has got a white tail.
Fch I know but black is my favourite colour. And she's got a black body and head.
Mch She's beautiful.
Fch Yes! She's got big blue eyes and a long white tail.

Three

What is Sue doing?

- M** Is Sue painting the living room?
F No she isn't. She's in the kitchen now.
M Is she cleaning it?
F No, she isn't cleaning the kitchen. She is writing a letter.
M A letter?
F Yes. She's writing a letter to her friend Jill.

Four

What is Ray wearing?

- Fch** Who is that boy?
Mch Who? The boy with the red shirt?
Fch No, no! The one with the jeans and shirt.
Mch The white shirt?
Fch No. The green shirt.
Mch Oh, the boy with the jeans and the green shirt is Ray.
Fch Oh, OK.

Five

What is Ben playing?

- F** Where is Ben?
Mch He's in the garden.

- F** Is he playing football?
Mch No, he isn't.
F What is he doing? Is he playing basketball?
Mch No, no. He's playing table tennis with his sister.

Now listen to Part Three again.
That is the end of Part Three.

PART FOUR

Look at the picture. Listen and colour.
There is one example.

- M** Can you see the lemon on the table? Next to the bag?
Fch Yes. Can I colour it yellow?
M Yes, you can. Colour the lemon on the table yellow.
Fch Great!

Now you listen and colour.

One

- M** Now, find the lemon between the two shoes.
Fch Where?
M Between the two shoes.
Fch Right.
M Colour it purple.
Fch Purple?
M Yes. Purple.

Two

- M** Can you see the lemon on the chair?
Fch Yes.
M Colour it black.
Fch What colour?
M Black. Colour the lemon on the chair black.
Fch OK.

Three

- M** Now, look at the lemon under the table.
Fch Yes. Can I colour it brown?
M Brown? Yes. OK
Fch Great. I'm colouring the lemon under the table brown.

Four

- M** Can you see the lemon behind the door of the cupboard?
Fch Pardon? Where?
M There's a lemon behind the cupboard door. Can you see it?
Fch Oh, yes.
M Great. Colour it pink.
Fch Pink. OK.

Five

- M** Find the lemon in the box now.
Fch OK. There it is.
M Colour that lemon green.
Fch Green?
M Yes. Colour the lemon in the box green.
Fch OK. Great.

Now listen to Part Four again.
That is the end of the Go Starters
Listening Test 2.

Test 3

Hello.
This is the Go Starters Listening Test 3.

PART ONE

Look at the picture. Listen and draw lines.
There is one example.

- Fch** Hello, Dad. Look at this photo! These are my friends.
M How nice! Who is this?
Fch Who?
M This boy. He's playing baseball.
Fch Is he wearing a red T-shirt?
M No, he isn't. He's wearing a yellow T-shirt.
Fch Oh, that's Tom.

Now you listen and draw lines.

One

- M** And who's playing baseball with Tom?
Fch Oh, that's Jim. He's wearing a red T-shirt. He's catching the ball.
M Oh, I see him now!

Two

- Fch** Dad, look! My friend Anna is in the photo, too!
M Where is she?
Fch She's playing table tennis.
M Has she got long hair?
Fch No. She hasn't got long hair. She's got short hair.
M Oh, I see!

Three

- M** Who's that boy?
Fch Who?
M He's running.
Fch Oh, that's my friend Tim.

Four

- Fch** And there's Bill. He's kicking the ball.
M Oh, Bill! Does he like football?
Fch Yes. It's his favourite sport.

Five

- M** And who's that girl?
Fch Who?
M She's playing tennis.
Fch Oh, that's Lucy.

Now listen to Part One again.
That is the end of Part One.

PART TWO

Look at the picture and read the questions. Listen and write a name or a number. There are two examples.

- M** Hello. Are you May?
Fch Yes. That's right. My name's May.
M How do you spell that?
Fch M-A-Y.
M Right.

- M** What class are you in at school, May?
Fch I'm in class six.
M Pardon? What class?
Fch Six. I'm in class six.
M Oh, OK.

Now you listen and write a name or a number.

One

- M** May, who are you talking to on the phone?
Fch Oh, it's my Mum.
M Your mum? What's her name?
Fch Lucy.
M Lucy? How do you spell that?
Fch L-U-C-Y.
M Right.

Two

- M** Where is your mother now?
Fch She is at home with my baby brother.
M Baby brother? That's nice! What's your brother's name?
Fch Sam.
M How do you spell that?
Fch S-A-M.
M Right. S-A-M.

Three

- M** Do you like playing with your brother?
Fch No. He's a baby. I play with my friend Kim.
M Really? How old is your friend?
Fch She's ten years old.
M Ten? Great.

Four

- M** Do you play any sports with Kim?
Fch No, no. We go to the park and play with her duck.
M Oh. Kim has got a duck. Great! What's the duck's name?
Fch Happy. The duck's name is Happy.
M Ha, ha! Happy? How do you spell that?
Fch H-A-P-P-Y.
M OK.

Five

- M** Do you like animals?
Fch Yes. I've got two green birds in my bedroom.
M Sorry? What have you got in your bedroom?
Fch Two birds.
M Two birds?

Listening transcripts - Test 3

- Fch** Yes.
M Wow! Thank you, May.

**Now listen to Part Two again.
That is the end of Part Two.**

PART THREE

Look at the pictures. Listen and tick. There is one example.

What is Brown doing?

- Fch** Where is Brown, Alex? Is she sleeping in the garden?
Mch Well, she isn't in the garden.
Fch Look in the living room. She likes sleeping under the living room table.
Mch She isn't in the living room.
Fch Oh, there she is. She is playing with your shoe in the kitchen under the table. Look!
Mch What? Playing with my shoe? Bad cat!
Fch Ha, ha!

Now you listen and tick the box.

One

What is Tom eating?

- F** Hey, Tom. What are you doing?
Mch I'm eating some fruit.
F Are you eating pineapple again?
Mch Well, pineapple is my favourite fruit, but I'm not eating that now.
F So, are you eating oranges?
Mch Yuck! No, I'm eating some watermelon.
F Watermelon? Wow! I love it. Can I have some, too?
Mch Of course.

Two

Where is the handbag?

- F** Alex, I can't find my handbag. It isn't on my bed.
M Is it in the car?
F No, no. It isn't in the car.
M Well, look in the hall.
F Oh, you're right. There it is. On the chair in the hall. Thank you Alex.

Three

What is Jill doing?

- Mch** Is Jill playing tennis?
Fch No, she isn't. She doesn't like tennis.
Mch What is she doing? Is she playing hockey?
Fch No, no. She doesn't like sports.
Mch What is she doing then?
Fch She's playing the piano.
Mch Oh, right.

Four

How many dolls has Sue got?

- Mch** Wow, Sue. That's a very nice room.
Fch Thank you!
Mch You've got a lot of toys, eh?
Fch Yes. I've got some balls here.

- Mch** And there are a lot of dolls on the floor. How many are there?
Fch Well... One..., two..., three...
Mch Oh, there's one under the bed, too.
Fch Right. Four dolls!

Five

What is Ann's hobby?

- M** Ann, do you like drawing?
Fch No.
M Do you like riding your bike in the park?
Fch No, I don't.
M So, what do you like doing?
Fch Oh, I love fishing with my dad.
M Fishing? That's nice.

**Now listen to Part Three again.
That is the end of Part Three.**

PART FOUR

**Look at the picture. Listen and colour.
There is one example.**

- M** Can you find the hat in the sea?
Fch Pardon?
M The hat in the sea. Colour it brown.
Fch Brown?
M Yes. Colour the hat in the sea brown.
Fch OK.

Now you listen and colour.

One

- M** Find the hat behind the short boy.
Fch Where?
M Behind the short boy. Colour it blue.
Fch Colour the hat behind the short boy blue.
M Right.

Two

- M** Can you see the trousers?
Fch Yes. There is a hat under the trousers.
M Right.
Fch Can I colour it purple?
M Yes. Colour the hat under the trousers purple.
Fch Thanks.

Three

- M** Find the hat in the boat.
Fch Where?
M Can you see the boat in the sea?
Fch Oh, yes. I can see the hat in the boat.
M Great. Colour it black.
Fch Sorry? What colour?
M Black.
Fch OK.

Four

- M** Look! There is a hat on the sand too.
Fch Yes. A bird is sitting on it.
M Right. Colour that hat pink.
Fch Pink? OK.

Five

- M** OK. Now, look at the two boys.
Fch Yes.
M One of them is wearing a hat. Colour it yellow.
Fch Sorry?
M Colour the tall boy's hat yellow.
Fch OK.
M Great!

Now listen to Part Four again.

That is the end of the Go Starters Listening Test 3.

Test 4

Hello.

This is the Go Starters Listening Test 4.

PART ONE

Look at the picture. Listen and draw lines. There is one example.

- Fch** Hi, Mum. Look! Here's a photo of me and my friends at the zoo.
F How nice!
Fch Yes! Look! That's Alex. He's in front of the giraffes. He's looking at them.
F Oh, yes! I see him.

Now you listen and draw lines.

One

- F** And who's that boy there?
Fch Who?
F He's drinking water.
Fch Is he wearing a blue T-shirt?
F No, he isn't. He's wearing a red T-shirt.
Fch Oh, that's Bill.

Two

- Fch** And look! There is my friend Tony.
F Where is he?
Fch He's looking at the monkeys.
F What is he holding?
Fch He has got a toy monkey, too! He's funny.

Three

- F** Where's Kim?
Fch Oh, I can't see her.
F Is she taking photos of the horses?
Fch Oh! Yes! You are right! That's Kim.

Four

- Fch** And look at Sue. She's giving bread to the ducks.
F Oh, look at her! How nice!
Fch Yes, I like giving bread to the ducks, too, but in this photo I am not giving bread to the ducks.

Five

- F** And who's that?
Fch Who?
F That girl. She is eating ice cream.
Fch Oh, she's May. She loves ice cream.
F Ha, ha! Me too.

Now listen to Part One again.

That is the end of Part One.

PART TWO

Look at the picture and read the questions. Listen and write a name or a number. There are two examples.

- F** Hello. What's your name?
Mch Tony. My name's Tony.
F And how do you spell that?
Mch It's T-O-N-Y.
F Great.

- F** How old are you, Tony?
Mch I'm eleven years old.
F Pardon?
Mch Eleven. I'm eleven years old.
F Oh.

Now you listen and write a name or a number.

One

- F** And who's that girl?
Mch Oh, that's my sister.
F Your sister? Great. What's her name?
Mch Her name's Sue.
F Sorry? Erm... What?
Mch It's Sue. S-U-E.
F Right.

Two

- F** Have you got a brother, too?
Mch Well, I've got two brothers.
F What? Two brothers?
Mch Yes. Two!
F That's nice.

Three

- F** So, is your mummy here, too?
Mch No, she isn't. But my Dad is over there.
F Oh, yes. I can see him. What's your father's name?
Mch It's Tom.
F Tom? Is that T-O-M?
Mch That's right.

Four

- F** So, Tony, have you got any friends?
Mch Yes, I have. My friend's name is Alex.
F Oh, and how old is he?
Mch He is twelve.
F Sorry? How old is Alex?

Listening transcripts - Test 4

Mch Twelve. He's twelve years old.

Five

F Is Alex in your class at school?

Mch No, he isn't.

F Oh, OK. How many children are in your class then?

Mch Erm... Eighteen. There are eighteen children in my class.

F Eighteen. OK. Thank you.

Now listen to Part Two again.

That is the end of Part Two.

PART THREE

Look at the pictures. Listen and tick. There is one example.

What is Kim doing?

F Is Kim in the kitchen?

Mch No, she isn't. She's in her bedroom.

F Is she sleeping?

Mch No, she isn't.

F Is she reading a book?

Mch No, no. She's watching TV.

F Oh, OK.

Now you listen and tick the box.

One

Which is Tom's bag?

Fch Hey, Tom. Is this your bag?

Mch No, no. My bag isn't orange.

Fch Oh, it's that one then.

Mch No, no. My bag isn't black and white.

Fch What colour is it?

Mch My bag is brown and yellow.

Fch Brown and yellow?

Mch Oh yes, there it is.

Two

Who is Ben's father?

F Hey, Ben. Can you see the car in the street?

Mch No, I can see a red lorry.

F No, not the lorry. There's a red car behind the red lorry.

Mch Oh yes, I can see it now.

F Whose is it? Is it your father's?

Mch No, my father hasn't got a car. He has a white motorbike. The red car is my mother's.

F I see.

Three

Where is Sue's grandfather?

M Sue, where's your grandfather? In his room?

Fch No, Dad. He isn't in his room.

M Is he in the living room then?

Fch No, he isn't. Let's look in the garden!

M Oh, you're right. There he is. In the garden.

Four

What is under the bed?

F Tony, what's that under your bed?

Mch What? I can't see.

F Is it a shoe?

Mch No, no. My shoes are under my desk.

F A toy, then? Your robot?

Mch No, it isn't my robot. I put my toys in the box.

F What is it then?

Mch Let's see. Oh, it's my new camera!

F And it's under the bed? Oh, Tony!

Five

What does Pat like having for breakfast?

Fch Good morning, Dad!

M Good morning, Pat! Let's have breakfast! Do you want some juice?

Fch No, I don't like juice. I want some milk, please.

M Do you want an egg, too?

Fch No, I don't like eggs.

M Some fruit then.

Fch Sure. I love fruit.

M Great!

Now listen to Part Three again.

That is the end of Part Three.

PART FOUR

Look at the picture. Listen and colour.

There is one example.

F Can you see the monkey behind the tree?

Mch Yes. It's funny.

F Yes, it is. Colour it black.

Mch Sorry? What colour?

F Black. Colour the monkey behind the tree black.

Now you listen and colour.

One

F Find the monkey in the car.

Mch Pardon?

F There is a monkey in the car. Can you see it?

Mch Yes.

F Colour it yellow.

Mch Yellow? OK.

F Great.

Two

F Now colour the monkey in front of the door pink.

Mch Sorry? What colour?

F Pink. Colour the monkey in front of the door pink.

Mch OK.

Three

F Can you see the monkey between the flowers?

Mch Where?

F Can you see the two big flowers in the garden?

Mch Yes. There is a monkey between those.

F Great. Colour that monkey grey.

Mch Grey. OK.

Four

F Find the monkey next to the window.

Mch OK.

F Colour it orange.

Mch Sorry? What colour?

F Colour the monkey next to the window orange.

Mch Orange. OK.

Five

F Can you see the ball?

Mch Yes.

F Now, there's a monkey on the ball.

Mch Yes, ha, ha! It's funny!

F Colour the monkey on the ball green.

Mch A green monkey on the ball. OK.

Now listen to Part Four again.

That is the end of the Go Starters Listening Test 4.

Test 5

Hello.

This is the Go Starters Listening Test 5.

PART ONE

Look at the picture. Listen and draw lines. There is one example.

Mch Miss Clark, look! Here's a photo of me and my friends at the beach.

F Wow! This is a beautiful photo! Who's that boy?

Mch Who?

F He's flying his kite.

Mch Oh... that's Bill.

Now you listen and draw lines.

One

F And who's that girl there?

Mch Who?

F She's walking on the beach.

Mch Who? Is she wearing a hat?

F No. She isn't wearing a hat.

Mch Oh, that's Ann.

Two

Mch And look! There is my friend Pat.

F Where is she?

Mch She's playing with the sand.

F Oh, now I can see her.

Three

F Where's Tony?

Mch Oh, I can't see him.

F Is he swimming?

Mch No, that's Tom.

F Oh, so Tom is swimming.

Mch Yes! That's right.

Four

F And who's that boy on the boat?

Mch Oh, that's Tony. He's with his father. They are fishing.

Five

F And who's that boy?

Mch Who?

F He's counting shells.

Mch Oh, that's Alex.

Now listen to Part One again.

That is the end of Part One.

PART TWO

Look at the picture and read the questions. Listen and write a name or a number. There are two examples.

M Hello. What's your name?

Fch My name's Jill.

M And how do you spell that?

Fch It's J-I-L-L.

M Thank you.

M Is this your class?

Fch Yes, it is.

M And how many children are in this class?

Fch Nineteen.

M Nineteen? OK.

Now you listen and write a name or a number.

One

M Who's that woman?

Fch That's my teacher, Mrs Brown.

M Sorry? What's her name?

Fch Mrs Brown.

M How do you spell that?

Fch B-R-O-W-N.

M OK.

Two

M And where do you live, Jill?

Fch I live in Garden Street.

M Pardon? Where?

Fch Garden Street.

M How do you spell that?

Fch It's G-A-R-D-E-N.

M Great!

Three

M Is your house big?

Fch Yes, it is.

M How many bedrooms are there in your house?

Listening transcripts - Test 5

Fch There are four bedrooms.
M Four bedrooms? Wow!

Four

M Have you got brothers or sisters?
Fch Well, I've got two brothers.
M Sorry? How many brothers?
Fch Two. I've got two brothers.
M Oh, OK.

Five

M And how do you get to school?
Fch Well, my father drives us here.
M Your father? What's your father's name?
Fch It's Sam.
M Is it S-A-M?
Fch That's right. S-A-M.
M Great. Thank you, Jill.

**Now listen to Part Two again.
That is the end of Part Two.**

PART THREE

Look at the pictures. Listen and tick. There is one example.

Where is Ben?

Mch Hey, Alex. Where is Ben?
Fch Erm... At the zoo?
Mch No, no. He isn't there.
Fch At the playground, then.
Mch He isn't at the playground.
Fch Well, let's see... Oh, he is at Tony's house today.
Mch Oh, that's right!

Now you listen and tick.

One

What is Tom's favourite animal?

F Hello, Tom.
Mch Hey, there.
F Are parrots your favourite animals?
Mch Oh, no. I don't like parrots.
F Do you like lizards then?
Mch No, no. Cats are my favourite animals.
F What? Cats?
Mch Yes.

Two

What has May got in her toy box?

Mch May, what's that in the toy box? A robot?
Fch A robot in my toy box? No, of course not.
Mch What is it? A doll? I can't see.
Fch No, it isn't a doll.
Mch What is it then?
Fch It's a toy monkey.
Mch Oh, now I can see it. It's very funny. Ha, ha!

Three

What is Bill doing?

Mch Hello?

Fch Hi, Bill. It's Pat. Do you want to come to the playground with me?

Mch Sorry, Pat. I can't.

Fch Are you cleaning your bedroom again?

Mch No, no.

Fch Are you helping your mum in the kitchen?

Mch No, it's not that.

Fch What are you doing then?

Mch I'm drawing a picture for school.

Fch Oh, OK.

Four

What is grandfather eating?

Fch Hey, Grandpa. What are you doing?

M I'm having dinner. Do you want to eat with me?

Fch What are you eating? Fish?

M No. I know you don't like fish.

Fch Is it meat? I love meat!

M Well, it isn't meat. I'm having some rice with carrots and tomatoes.

Fch Oh, that's OK. I like rice.

M Great! Sit down next to me then.

Five

What is Miss Brown wearing?

F Is that your teacher, Bill?

Mch Who? The woman in the red dress? No, that's Tom's mother.

F What about her? The woman with the trousers and the black jacket? Is she your teacher?

Mch No, no. Miss Brown is the one with the jeans and white T-shirt.

**Now listen to Part Three again.
That is the end of Part Three.**

PART FOUR

**Look at the picture. Listen and colour.
There is one example.**

M Find the mouse under the mirror.

Fch Pardon?

M The mouse under the mirror.

Fch Oh, yes. I can see it.

M Great. Colour it green.

Fch Sorry? What colour?

M Green.

Fch OK.

Now you listen and colour.

One

M Now, find the mouse behind the kitchen door.

Fch Yes. I can see it behind the kitchen door.

M OK. Colour it brown.

Fch Sorry? Brown?

M Yes. Colour the mouse behind the kitchen door brown.

Fch OK.

Two

- M** Can you see the mouse on the chair?
Fch Yes. Can I colour it purple?
M Yes. Colour the mouse on the chair purple.
Fch OK.

Three

- M** Find the mouse in the shoe.
Fch Sorry?
M Can you see the shoe?
Fch Yes. It's under the table.
M That's right. Colour the mouse in the shoe pink.
Fch Pink. OK.

Four

- M** Now, colour the mouse on the lamp yellow.
Fch On the lamp?
M Yes. Can you see the mouse on the lamp?
Fch Yes.
M Great. Colour it yellow.
Fch OK.

Five

- M** Find the painting on the wall.
Fch Where is the painting?
M On the wall. Can you see it?
Fch Yes, I can.
M Great. Now, colour the mouse on it.
Fch What colour?
M Colour the mouse on the painting blue.
Fch Blue. OK.

Now listen To Part Four again.

**That is the end of the Go Starters
Listening Test 5.**

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