

Introduction

The *Cambridge English: Young Learners* tests offer an elementary-level testing system (up to CEFR level A2) for learners of English between the ages of 7 and 12. The tests include three key levels of assessment: *Starters*, *Movers* and *Flyers*.

Movers is the second level in the system. Test instructions are very simple and consist only of words and structures specified in the syllabus.

The complete test lasts about an hour and has the following components: Listening, Reading and Writing, and Speaking.

	length	number of parts	number of questions
Listening	approx. 25 minutes	5	25
Reading and Writing	30 minutes	6	35
Speaking	5–7 minutes	4	–

Candidates need a pen or pencil for the Reading and Writing paper, and coloured pens or pencils for the Listening paper. All answers are written on the question papers.

Listening

In general, the aim is to focus on the ‘here and now’ and to use language in meaningful contexts. In addition to multiple-choice and short-answer questions, candidates are asked to use coloured pencils to mark their responses to one task. There are five parts. Each part begins with a clear example.

part	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 words, names and detailed information	picture sets and list of illustrated words or names and dialogues	match pictures with illustrated word or name by writing letter in box	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 write (range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow)	5

Reading and Writing

Again, the focus is on the 'here and now' and the use of language in meaningful contexts where possible. To complete the test, candidates need a single pen or pencil. There are six parts, each starting with a clear example.

part	main skill focus	input	expected response	number of items
1	reading short definitions and matching to words writing words	labelled pictures and definitions	copy the correct words next to definitions	5
2	reading a dialogue and choosing the correct responses	short dialogue with multiple-choice responses	choose correct response by circling a letter	6
3	reading for specific information and gist copying words	gapped text, labelled pictures and one 3-option multiple choice	choose and copy missing words correctly; tick a box to choose the best title for the story	6
4	reading and understanding a factual text copying words	gapped text and 3-option multiple choice	complete text by selecting the correct words and copying them in corresponding gaps	5
5	reading a story completing sentences	story, pictures and gapped sentences	complete sentences about story by writing 1, 2 or 3 words	7
6	completing sentences, responding to questions and writing sentences about a picture	picture, sentence prompts and questions	complete sentences, answer questions and write full sentences	6

Speaking

In the Speaking test, the candidate speaks with one examiner for about six minutes. The format of the test is explained in advance to the child in their native language, by a teacher or person familiar to them. This person then takes the child into the exam room and introduces them to the examiner.

Speaking ability is assessed according to various criteria, including comprehension, the ability to produce an appropriate response and pronunciation.

part	main skill focus	input	expected response
1	describing two 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 the odd one out and give reason
4	understanding and responding to personal questions	open-ended questions about candidate	answer personal questions

Further information

Further information about *Cambridge English: Young Learners* can be obtained from:

Cambridge English Language Assessment
 1 Hills Road
 Cambridge CB1 2EU
 United Kingdom

www.cambridgeenglish.org/help
www.cambridgeenglish.org/younglearners

Test 1 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Clare and the girl feeding the sheep
- 2 Jack and the boy walking up the field, near the cows
- 3 Peter and the man building the wall
- 4 Zoe and the girl riding on the horse
- 5 Julia and the woman carrying vegetables, behind the tractor

Part 2 (5 marks)

- 1 Gate 2 Friday(s) 3 98/ninety-eight
- 4 weather 5 (a) rainbow

Part 3 (5 marks)

- 1 shopping centre – G (water plants)
- 2 cinema – A (milkshake)
- 3 park – F (listening to radio)
- 4 station – B (cake)
- 5 sports centre – D (ice skating)

Part 4 (5 marks)

- 1 C 2 B 3 A 4 B 5 B

Part 5 (5 marks)

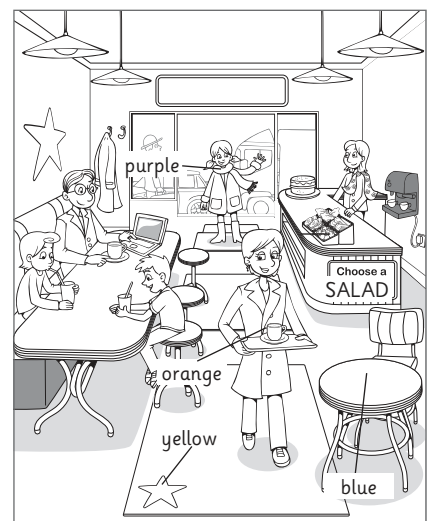
- 1 Colour the top of the round table – blue (NOT the table legs)
- 2 Colour the star on the floor – yellow
- 3 Write SALAD under the words 'Choose a'
- 4 Colour the cup carried by the woman on a tray – orange (NOT the man's cup)
- 5 Colour the scarf on the customer by the door – purple

TRANSCRIPT *Hello. This is the Cambridge English Movers Listening Test.*

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

BOY: Here's a picture of the farm that we went to on our school trip, Mum.
 WOMAN: It's great! Who's that person? The man who's coming out of the field?
 BOY: With the water? That's Paul. He's the farmer's son.
 WOMAN: Oh! He looks busy!
 BOY: He was!

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



1

WOMAN: Is that one of your classmates? The child that's with the sheep?
 BOY: Yes. Her name's Clare. She's feeding them.
 WOMAN: That's nice. They're very young.
 BOY: Yes. They were only six weeks old, I think.

2

BOY: And there's Jack. He's walking up the top field to see the cows. Look!
 WOMAN: Oh yes. Was he afraid of them? Cows are huge animals!
 BOY: Well, he took a photo of them with his tablet and then came back down again very quickly!
 WOMAN: OK!

Test 1 Answers

3

- BOY: And I talked to that person. He knew a lot. He helps on the farm.
 WOMAN: Do you mean the man who's building that wall?
 BOY: Yes. He's called Peter.
 WOMAN: Oh!
 BOY: He often has to fix the walls. They fall down a lot.

4

- WOMAN: Who's that? On the horse?
 BOY: Let me think ... Oh, I know. That's Zoe. It was her first riding lesson.
 WOMAN: Did she enjoy it?
 BOY: Yes. I'd like to try that one day, too.
 WOMAN: Me too.

5

- BOY: And can you see the woman who's carrying the vegetables?
 WOMAN: No, where is she?
 BOY: Behind the tractor. She's called Julia.
 WOMAN: Oh yes! How do you know her name?
 BOY: She talked to us about growing different things. She was really nice. We had a great day there.
 WOMAN: Good!

Now listen to Part 1 again.

[The recording is repeated.]

That is the end of Part 1.

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

- MAN: Which teacher gave you that book, Vicky?
 GIRL: He's called Mr Story.
 MAN: Mr Story! It's a great name for a teacher, I think!
 GIRL: Yes, it is.

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

1

- GIRL: It's my new English book, Dad.
 MAN: What's it called, Vicky?
 GIRL: It's called 'The Gate'. You spell that G-A-T-E. It's fantastic.
 MAN: Oh, 'The Gate'! That's a good name!

2

- MAN: Is this for your favourite lesson on Fridays?
 GIRL: Yes. The lesson on Friday is always the best.
 MAN: Why?
 GIRL: Because we talk a lot!
 MAN: Oh ... *(laughs)*

3

- MAN: How many pages are there in your book?
 GIRL: Lots. There are 98. Look.
 MAN: Wow, 98!
 GIRL: But on the last 10 pages, there are only songs.

4

- MAN: Well, what's the first part of the book about?
 GIRL: The weather!
 MAN: Isn't it boring to read about that?
 GIRL: No! I like learning about the weather because it's different in different countries!
 MAN: Oh! OK!

5

- MAN: And have you got to do some homework today?
 GIRL: Yes, I've got to write about a picture in the book.
 MAN: Which picture? This one of the mountains?
 GIRL: Not that one. This one. Look. It's a rainbow.
 MAN: A rainbow! Wow! It's beautiful!

Now listen to Part 2 again.

[The recording is repeated.]

That is the end of Part 2.

Part 3 *Listen and look. There is one example.*

Grandpa is telling Jim about different places he goes to. What does Grandpa enjoy doing in these places?

- BOY: Hello, Grandpa. How are you and how's your new flat?
 MAN: I'm fine, thank you, Jim. I enjoy living here a lot.
 BOY: Good.
 MAN: I go to the library every day after lunch and look at the maps there. I love doing that.

Can you see the letter E? Now you listen and write a letter in each box.

1

- MAN: I go to the shopping centre every day too. I like helping a man who works there.
 BOY: How do you help him?
 MAN: I water the plants when I'm there. It's fun!
 BOY: Are there a lot of plants?
 MAN: Yes, there are.

Test 1 Answers

2

- BOY: What about the cinema? Do you like going there, too?
 MAN: Yes, but not to watch films!
 BOY: What, then?
 MAN: I stop there to have a milkshake! They make the best ones in town there!
 BOY: Wow!

3

- MAN: The park in the town centre is really good.
 BOY: Right!
 MAN: I sit there between eleven and twelve o'clock every day ... and listen to the radio on my phone.
 BOY: Do you?
 MAN: Yes. There's always something good to listen to then. I like being there because it's beautiful.

4

- BOY: And is your new flat near the station?
 MAN: It's not very near, but I enjoy walking there most days.
 BOY: Why do you do that?
 MAN: There's a great café there with the best cakes in town!

5

- MAN: Oh! And there's a brilliant sports centre here, Jim.
 BOY: That's good!
 MAN: The pool's very big, but I don't go swimming there.
 BOY: What do you do there, then?
 MAN: Ice skating. I really enjoy that!
 BOY: *(laughs)* That's fantastic, Grandpa!
 MAN: Yes, I know.

Now listen to Part 3 again.

[The recording is repeated.]

That is the end of Part 3.

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

What can Daisy do now?

- GIRL: Can we make pizzas now, Dad?
 MAN: Not today, Daisy. I'm too busy, sorry. Why don't you do some piano practice?
 GIRL: I can't do that, Dad. I haven't got my music book here.
 MAN: OK. Well, are you enjoying your new e-book?
 GIRL: Yes, it's great. I can read some more of that!

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

1 *Where is Lily?*

- WOMAN: Where's Lily? Do you know?
 BOY: She went for a walk by the waterfall, I think, Mum.
 WOMAN: Oh! Here's a text from her. She's in the village.
 BOY: Who's she with?
 WOMAN: Her new friend who lives near the forest.

2 *Which is Charlie's dad?*

- WOMAN: What does your father do, Charlie? Is he a teacher like me?
 BOY: No, he's a train driver!
 WOMAN: Wow. What exciting work! I wanted to be a clown when I was young!
 BOY: Really? *(laughs)*

3 *What did Sally see?*

- MAN: Can you bring that garden chair inside please, Sally?
 GIRL: OK. Oh! What's that? Under one of the chair legs. Is it a sweet?
 MAN: Where? Oh ... It's a little leaf, I think ...
 GIRL: No, it's not. It's a snail, Dad.

4 *Who does Nick want to phone?*

- WOMAN: Who are you phoning, Nick? Your school friend Mary again?
 BOY: That's right. I want to tell her about Aunt Jane's website.
 WOMAN: Oh ... Can you do that after dinner? Your big brother's here! He's back from his holiday!
 BOY: Great! OK.

5 *What is the matter with Eva?*

- MAN: What's the matter, Eva? Have you got a stomach-ache?
 GIRL: No, Dad. My tooth's hurting again. That's all.
 MAN: Well, would you like something to drink?
 GIRL: No, thanks. Please don't worry and don't tell Mum. She's got a headache.

Now listen to Part 4 again.

[The recording is repeated.]

That is the end of Part 4.

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

- WOMAN: Would you like to colour some of this café picture now?
 BOY: Yes, please!
 WOMAN: Good. Well, there's a coffee machine. Can you see it?
 BOY: Yes! Can I colour that brown?
 WOMAN: All right!

Can you see the brown coffee machine? This is an example. Now you listen and colour and write.

1

WOMAN: Now colour the round table, but only the top.

BOY: OK. Can I choose the colour?

WOMAN: Yes, you can.

BOY: Then I'd like to colour that blue, please. I've got that colour here.

WOMAN: Fine!

2

BOY: What now?

WOMAN: You can colour a star ... the one on the floor.

BOY: Right. How about green for that?

WOMAN: No, let's make that yellow.

BOY: OK. That's a nice colour, too ...

3

WOMAN: We need to write something here, too. Can you see the square board?

BOY: The one that says 'Choose a ...' on it?

WOMAN: Yes. Write SALAD under those words, please.

BOY: OK. We often eat that at home!

WOMAN: So do we!

4

WOMAN: I'd like you to colour a cup now.

BOY: All right. Can I colour the cup that the woman's carrying?

WOMAN: Yes, please. Make it orange.

BOY: Oh ... I love that colour. The man's got a cup, too.

WOMAN: Yes, I know. But don't colour that one.

5

BOY: And can I colour someone's scarf?

WOMAN: Yes. Colour the one that the person at the door is wearing.

BOY: Cool. Purple?

WOMAN: Yes! Good idea!

BOY: Great. There!

WOMAN: Very good! Thank you for all your colouring. The picture looks fantastic now.

Now listen to Part 5 again.

[The recording is repeated.]

That is the end of the Movers Listening Test.

Reading and Writing

Part 1 (5 marks)

- 1 a film star 2 mountains 3 a picnic
 4 a doctor 5 a forest

Part 2 (6 marks)

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

Part 3 (6 marks)

- 1 grass 2 run 3 parents 4 hungry
 5 pie 6 Dan and the pear tree

Part 4 (5 marks)

- 1 sometimes 2 of 3 these
 4 wait 5 their

Part 5 (7 marks)

- 1 shopping/driving 2 (small/little) car
 3 milk and eggs 4 (good) website
 5 sunny (holiday) places 6 homework 7 help

Part 6 (6 marks)

- 1 playing (with a dog)/looking at/smiling at a dog
 2 (red) door
 3 a (pink) jacket/(yellow) boots/a (pink) hat/a (purple) skirt/a (yellow) T-shirt
 4 sandwiches/drinks/salad/(orange/apple) juice/tea, etc
 5 e.g. There is a bag next to the seat.
 6 e.g. A woman has got a small dog.