

Cambridge English  
Qualifications

# PRIMARY EXAM PRACTICE PACK

## Pre A1 Starters

Marcella Banchetti  
Rosemary Aravanis  
with Elaine Boyd

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# Introduction

The following material comes from **Young Learners Practice Tests Plus series** and is aimed at students aged 7–12 years who are preparing for the Cambridge English Qualifications for young learners. The series consists of three levels: *Pre A1 Starters*, *A1 Movers* and *A2 Flyers*.

The exams are suitable for students of all nationalities whose first language is not English, whatever their cultural background. They cover all four language skills – reading, writing, listening and speaking – and include a range of tasks which assess candidates' ability to use and communicate effectively in English. All candidates who complete their exam receive an award, which focuses not on what they *can't* do but on what they *can* do. The award certificate has a shield score boundary which outlines individual attainment. The Young Learners exams are aligned with the Common European Framework of References for Language, at levels A1 and A2. They also provide an appropriate first step towards the main *Cambridge English Qualifications for Schools* (Key for Schools and Preliminary for Schools).

## ■ Components

The *Primary Exam Pack* includes selected components from the *Young Learners Practice Tests Plus series*. Each level (*Starters*, *Movers*, *Flyers*) includes the following:

- **Introduction** with at-a-glance exam overview and teaching tips for each part of the test.
- **Test 1** divided into three sections: Listening, Reading & Writing and Speaking.
- **Teacher's Notes**, which contain reduced pages of Test 1 with embedded answers in place; suggested warm-up activities; teaching guidelines for each test; audioscripts; a Speaking frame for each test giving procedures and language to use in each speaking test; Cambridge English Qualifications for Young Learners grammar, structures and vocabulary lists.
- **Audio files** for the Listening tests are available for downloading from <http://resources.pearsonelt.es>

## ■ Pre A1 Starters Listening Exam

### Overview

Parts (20 minutes)	What is the skills focus?	What does the child do?
1 (5 questions)	Listening for names and descriptions	Draws lines to match names to people in a picture
2 (5 questions)	Listening for numbers and spelling	Writes numbers and names
3 (5 questions)	Listening for specific information	Ticks the correct box under the picture
4 (5 questions)	Listening for words, colours and prepositions	Locates objects in a picture, colours correctly and writes a word

### Guidance

#### Part 1

- Students need to know the range of children's names they are likely to encounter in the exam. (Boys: *Dan, Alex, Ben, Bill, Hugo, Mark, Matt, Nick, Pat, Sam and Tom*. Girls: *Grace, Alice, Anna, Eva, Jill, Kim, Lucy, May and Sue*.)
- Students should look at the picture(s) before they begin the questions. They should be encouraged to predict how each character may be described.
- Students need to know that they will hear descriptions of people's clothes and physical appearance as well as comments on what the people are doing.

#### Part 2

- Students only need to write a name or a number for each answer.
- Students need to know the range of children's names they are likely to encounter in the exam.
- All the names come from the *Pre A1 Starters* vocabulary list (see pages 44-48; for the list of names see page 48) and they will be spelt out.
- Students need plenty of practice with the names of letters of the alphabet (they will need to listen and copy them down).
- Students should be encouraged to write numbers as digits as any spelling mistakes will be penalised. Students will only hear numbers 1–20. They should be given plenty of practice hearing and recognising numbers.

# Introduction

## Part 3

- This part covers a wide range of grammar and vocabulary (appropriate to this level). Make sure the vocabulary and structures in the *Pre A1 Starters* syllabus (see page 43) have been well covered on the course.
- Students should listen to the whole dialogue before choosing an answer as the answer may be in several parts of the dialogue.

## Part 4

- Students need to have their coloured pencils ready for this.
- Students need to know the range of colours used (*black, blue, brown, green, grey, orange, pink, purple, red, yellow, white*).
- Students have to listen carefully to identify which object in the picture is being described.

## Teaching Tips

### General

- Make sure students know what's expected of them in each part. Read the instructions and listen to the example. Pause to check students understand.
- Always allow students to listen to the recording twice (each recording appears twice in the audio).
- When checking answers, make use of the audioscript. Give students a copy of it and then play the recording again. Students listen and read to check their answers.

### Part 1

- Make sure students can recognise the names in the *Pre A1 Starters* vocabulary list.
- Give students plenty of practice understanding and using verbs for activities, colours and clothes.
- Before they listen, ask students to name all the objects in the picture.

### Part 2

- Before they listen, read the questions together. Make sure they know what type of answer they should write (i.e. a name or a number).
- After they listen, check students' handwriting. Is it legible? If not, give students more handwriting practice.

## Part 3

- Give students time to look at the pictures before they listen. If there are people in the pictures, they could say who they may be, where they are and what they are doing. Check students know the names of the items in the pictures.
- Take this opportunity to revise or pre-teach any words they may need to know, e.g. *mango, pineapple*, etc.
- After they listen, ask students to describe one or two pictures.

## Part 4

- Before they listen, check students have the correct coloured pencils with them. Check the colours by saying them and asking students to lift the corresponding pencil.
- Check that they know the name of the items in the picture.
- Ask them to predict what colour they think each item might be.
- Check students can spell simple words correctly.
- After they listen, check that students have chosen the correct colours and items to colour.

## ■ Pre A1 Starters Reading & Writing Exam

### Overview

Parts (20 minutes)	What is the skills focus?	What does the child do?
1 (5 questions)	Reading sentences and recognising words	Ticks or crosses to show a sentence is true or false
2 (5 questions)	Reading sentences about a picture Writing one-word answers	Writes yes / no
3 (5 questions)	Spelling of words	Writes words
4 (5 questions)	Reading a text and writing missing words	Chooses and copies missing words correctly
5 (5 questions)	Reading questions about a picture story and answering by writing one word answers	Writes one-word answers to questions

## Guidance

### Part 1

- Encourage students to read the sentences and look at the pictures carefully.
- Make sure their ticks look like ticks and their crosses like crosses. Give students practice marking sentences with ticks and crosses.

### Part 2

- Give students practice matching *yes* or *no* sentences with pictures.
- Make sure students are familiar with common action verbs, e.g. *run, ride, walk, play, throw, sing*, etc.
- Make sure they understand the meaning of different prepositions, e.g. *in* versus *on*.

### Part 3

- Give students practice writing the words in the *Pre A1 Starters* vocabulary list. Deciphering anagrams can be useful.
- Highlight common letter patterns in words, e.g. *tt, ck, ou, er, ight*.

### Part 4

- Tell students to read the whole text first to get a general idea of what it is about.
- Students should read the whole sentence before choosing the right word for the gap. They should then read the completed sentence to see if it makes sense.
- Remind students that the word they choose needs to fit grammatically.

### Part 5

- Encourage students to look at the pictures carefully.
- Check they know the names of the objects in the pictures.
- Students should not use more than one word in each gap.

## Teaching Tips

### General

- Make sure students know what's expected of them in each part: read the instructions and the example and check students understand.
- Marks are often lost because letters and / or words are not written clearly. Students should check that their handwriting is clear and they should be given plenty of handwriting practice. Encourage them to print rather than use joined-up writing, which can be unclear.

- Tell students to write only as much as is needed in each gap. Marks can be lost when students attempt to write more than is necessary, as it often leads to more mistakes being made.
- Teach your young students to manage their time well. Set time limits in class so that they can experience the limited time of the exam. This will help students concentrate and be less distracted by other things.
- Make sure students are familiar with the structures and vocabulary in the *Pre A1 Starters* syllabus (see page 43).

### Part 1

- Go through the examples together. Get students to correct the sentences so that they are true.

### Part 2

- Before they read the questions, ask students some questions about the picture, e.g. *How many birds can you see? What colour are they?*
- Go through the examples together. Ask students to find evidence in the picture to justify the answers.
- Encourage students to read the sentences carefully and to look very closely at the picture before deciding on an answer. Remind them that the sentence must be completely true for the answer to be *yes*.

### Part 3

- Read the instructions carefully and go through the example with the class.
- Tell students that each dash represents a letter in the word.
- After students write their answers, check their handwriting.

### Part 4

- Ask students to read the text quickly for the gist. Tell them to ignore the gaps.
- Without looking at the options and pictures, ask students to guess which word could go in each gap. This will help them choose the right word when they do see the options.
- When they have finished, students should read the completed text to see if it makes sense.

### Part 5

- Before reading the sentences, ask students to say what's happening in the pictures. They can do this in their own language.
- Go through the examples together as a class.
- Check answers after each section. Ask students to point to the part of the picture that contains the answer.

# Introduction

## ■ Pre A1 Starters Speaking Exam

### Overview

Parts (3–5 minutes)	What is the skills focus?	What does the child do?
1	Understanding and following spoken instructions	Points to the correct part of the picture Places object cards on the scene picture correctly
2	Understanding and answering spoken questions	Answers questions about scene picture with short answers
3	Understanding and answering spoken questions	Answers questions about three object cards with short answers
4	Understanding and responding to personal questions	Answers personal questions with short answers

### Guidance

#### Part 1

- Students should be given practice identifying people, animals and objects in different pictures. They only need to point in response to questions such as *Where's the table? Where's the elephant?*
- Students should be given practice placing smaller pictures (object cards) in different positions on a larger picture (the scene picture). They need to learn how to follow instructions such as *Put the clock on the table.*
- Students need to be familiar with prepositions of place as well as the nouns in the pictures.

#### Part 2

- Students are only expected to give short answers to the questions, e.g. *How many birds are there? Three / Three birds / There are three birds* are all acceptable answers.

#### Part 3

- Students will need to answer questions about objects in pictures. Only simple answers of one or two words are expected.
- Students will need to answer questions about themselves, too, e.g. *What is this? (a bike) Have you got a bike? What colour is your bike?*

#### Part 4

- Students need to be familiar with personal questions on topics such as names, age, family, friends, school, hobbies.
- Again, if they do not understand a question encourage them to ask you to repeat.

### Teaching Tips

#### General

- Make sure students know what's expected of them in each part. They should know that they are required to follow instructions, point or to talk in a very simple way about different pictures and to answer simple questions about themselves.
- Use English in class as much as possible. Students should be familiar with everyday classroom instructions. Teach them how to say *Sorry* or *I don't understand* when appropriate.
- Make sure students are able to use *Hello*, *Goodbye* and *Thank you*.
- Give students practice following instructions like *Look at ...*, *Give ...*, *Put ...*, *Find ...*
- Work as a class and give students plenty of practice doing each type of task.
- Make sure students are familiar with the structures and vocabulary in the *Pre A1 Starters* syllabus.

#### Part 1

- Make sure students know the names of the items in the scene picture and the object cards. Ask them some questions, e.g. *Where's the tree?* etc.

#### Part 2

- Make sure students know that they are required to pick up the object card as directed and listen for the instruction of where to put the object card on the scene picture.
- Practice prepositions of place by giving students more instructions where to put each object card, e.g. *Put the clock on the table. Now put the clock under the chair.* etc.

#### Part 3

- Make sure students are given plenty of practice answering questions about a picture, e.g. *How many birds are there? What is the cat doing?*

#### Parts 4 and 5

- Make sure students are given plenty of practice answering questions about an object and about themselves, e.g. *What is this? (It's a bike) What colour is it? (It's green) Have you got a bike? (yes).*
- Give them plenty of practice answering questions about themselves, their families and friends, their homes, their school, their free-time activities and their likes and dislikes, e.g. *How old are you? What's your mum's name? Can you ride a bike?* etc.

## Part 1 – 5 questions –

Listen and draw lines. There is one example.

Alex

Eva

Hugo

Lucy



Tom

Sue

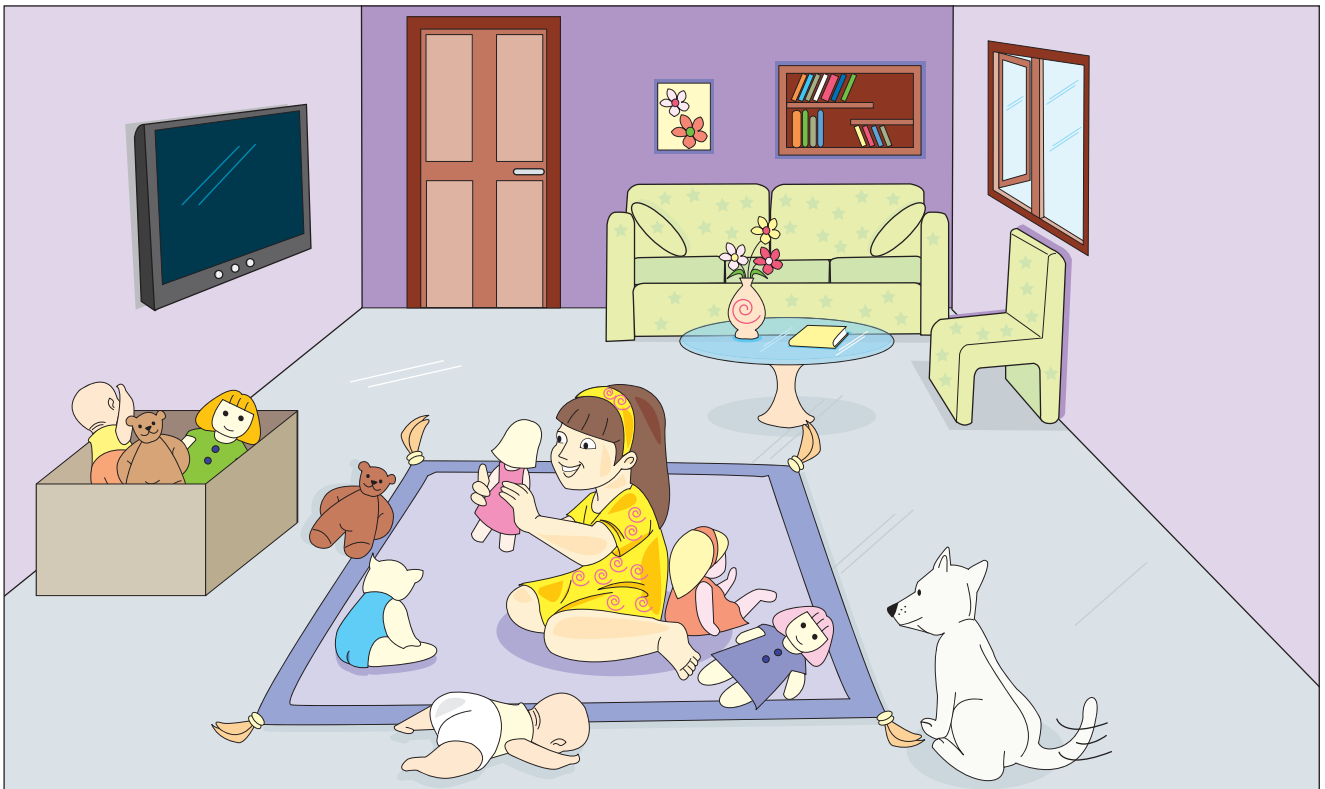
Sam

# Test 1

## Part 2 – 5 questions –

Read the question. Listen and write a name or a number.

There are two examples.



### Examples

What is the girl's name?

Lucy

How old is she?

6

## Questions

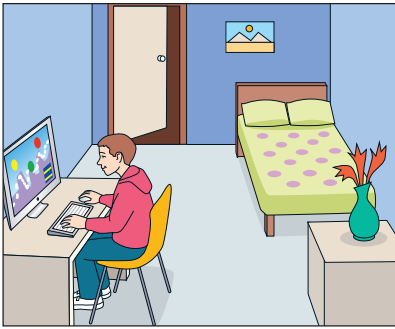
- 1 How many dolls has Lucy got? \_\_\_\_\_
  
- 2 What's the dog's name? \_\_\_\_\_
  
- 3 Which class is Lucy in? \_\_\_\_\_
  
- 4 What's the name of Lucy's school? \_\_\_\_\_ School
  
- 5 How many children are in Lucy's class? \_\_\_\_\_

# Test 1

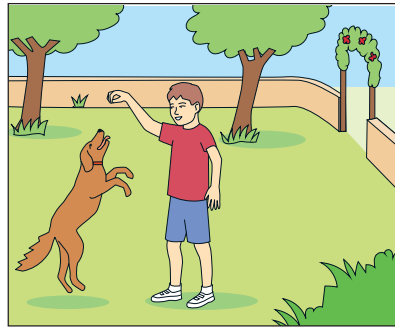
## Part 3 – 5 questions –

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

What's Nick doing?



A

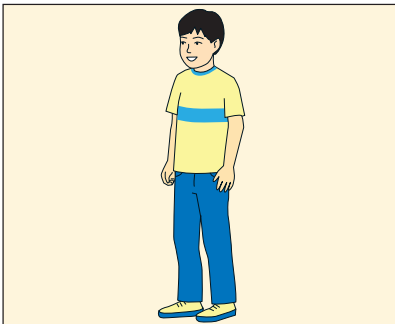


B

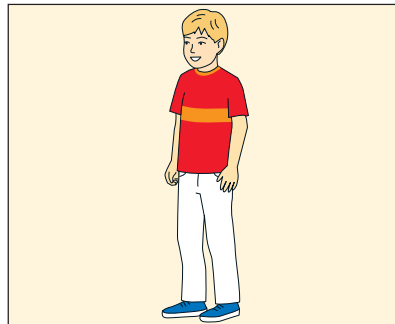


C

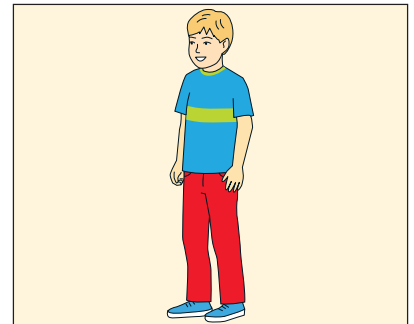
1 Which boy is Tom?



A

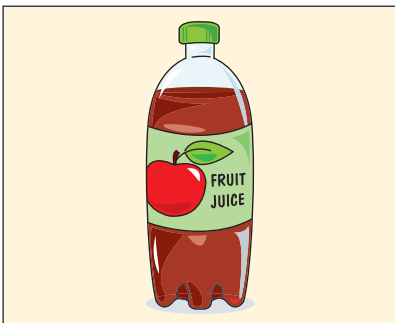


B



C

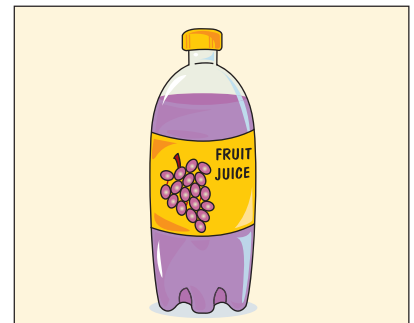
2 Which is Jill's favourite drink?



A

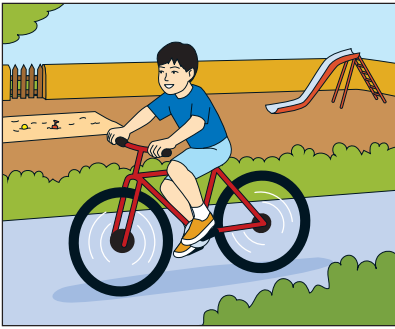


B

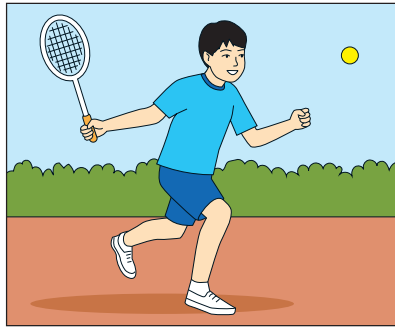


C

3 What's Mark doing?



A

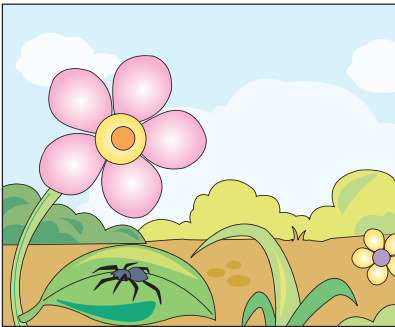


B



C

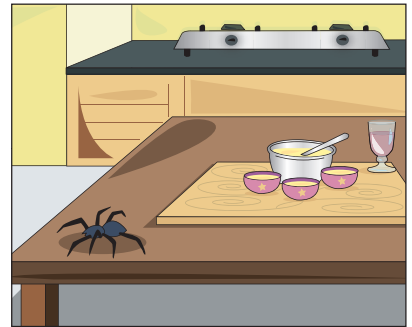
4 Where's the spider?



A



B

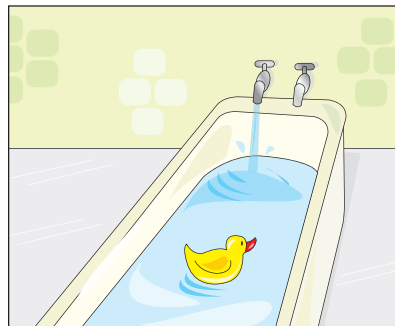


C

5 Where's the baby's duck?



A



B



C

Part 4  
– 5 questions –

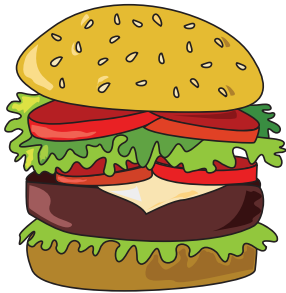
Listen and colour. There is one example.



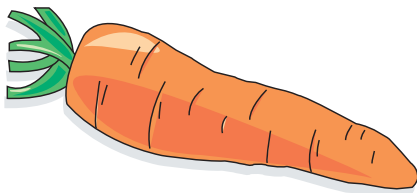
## Part 1 – 5 questions –

Look and read. Put a tick (✓) or a cross (X) in the box.  
There are two examples.

### Examples



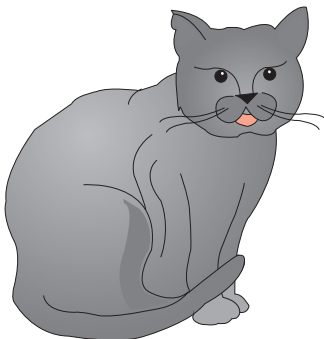
This is a burger.



This is an orange.

### Questions

1



This is a cow.

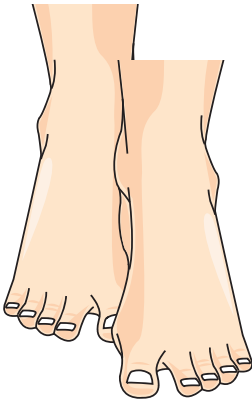
## Test 1

2



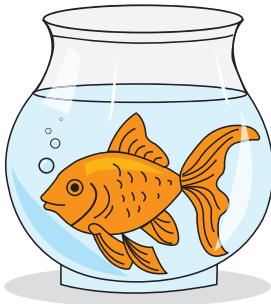
This is a doll.

3



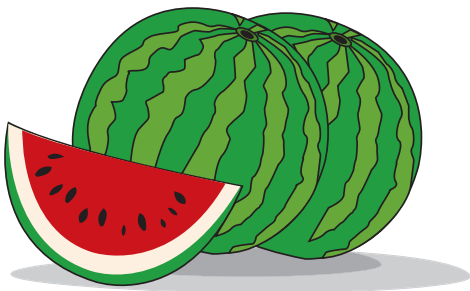
These are socks.

4



This is a fish.

5



These are watermelons.

Part 2  
– 5 questions –

Look and read. Write **yes** or **no**.



**Examples**

There are four children in the room.

yes

There is a dog under the table.

no

**Questions**

- 1 There is a mouse in the room.
- 2 A boy is playing with a train.
- 3 There are blue flowers on the bookcase.
- 4 A baby is holding a ball.
- 5 The children are watching television.

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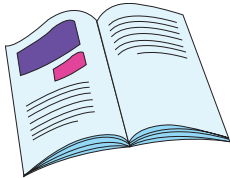
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# Test 1

## Part 3 – 5 questions –

Look at the pictures. Look at the letters. Write the words.

### Example



b o o k

o k b o

### Questions

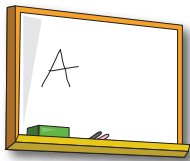
1



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s e d k

2



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o d a r b

3



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i h c a r

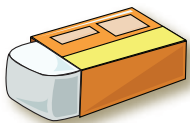
4



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i c p n e l

5



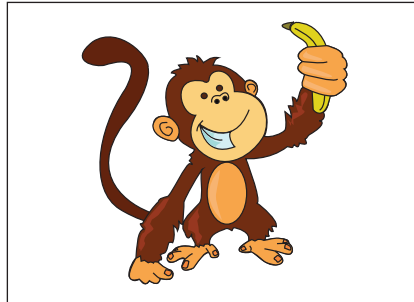
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e r e s a r


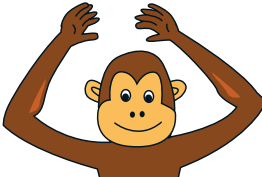

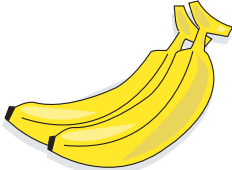

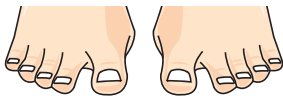
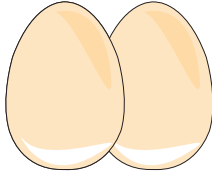

Part 4  
– 5 questions –

Read this. Choose a word from the box. Write the correct word next to the numbers 1–5. There is one example.

Monkeys



Monkeys live in the \_\_\_\_\_ *trees* \_\_\_\_\_ with their family and friends.  
 Monkeys are fun. They can run and jump with their long **(1)** \_\_\_\_\_ .  
 They eat fruit but **(2)** \_\_\_\_\_ are their favourite food. Lots of  
 monkeys are small but they have long **(3)** \_\_\_\_\_ . They are  
 brown or orange and have big **(4)** \_\_\_\_\_ . They have ten  
 fingers and ten **(5)** \_\_\_\_\_ , like people. Monkeys are very funny!

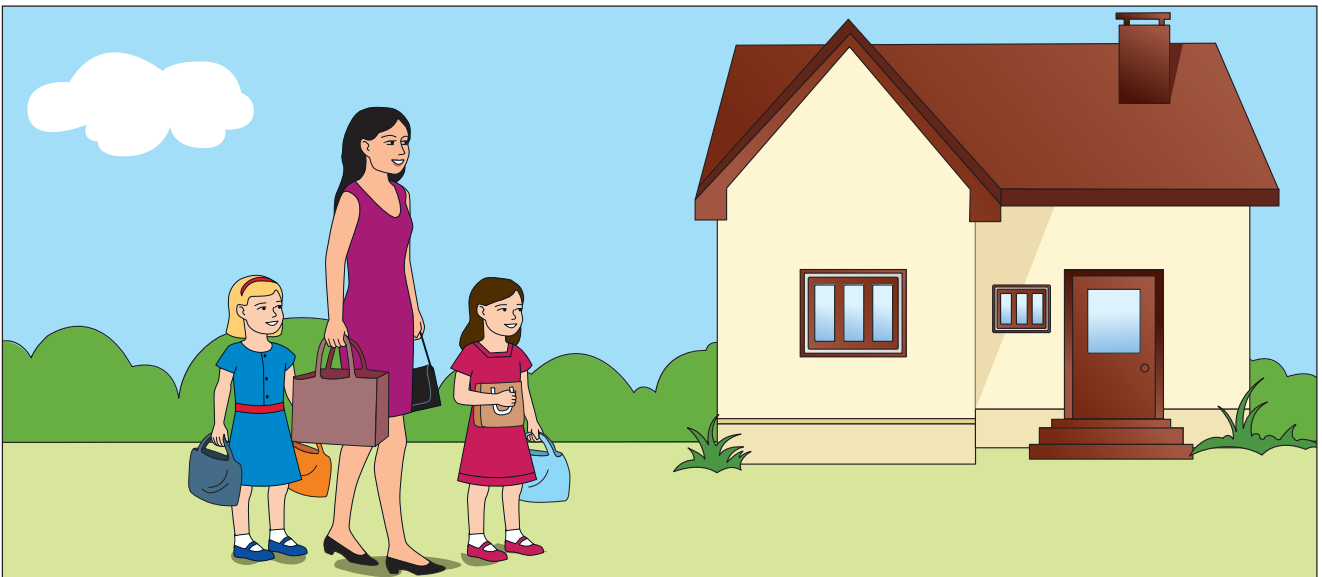
<b>example</b>			
			
trees	arms	bike	bananas
			
tails	toes	eggs	eyes





2 Where are the jeans? on the \_\_\_\_\_

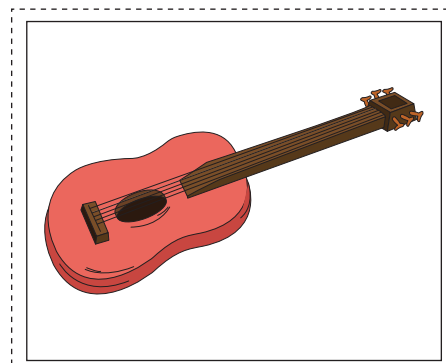
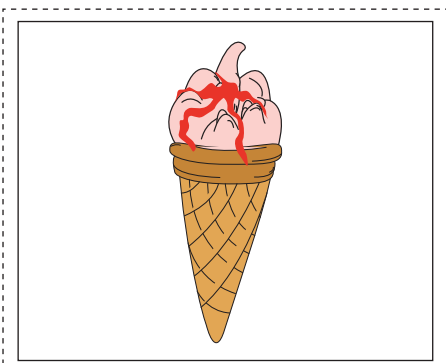
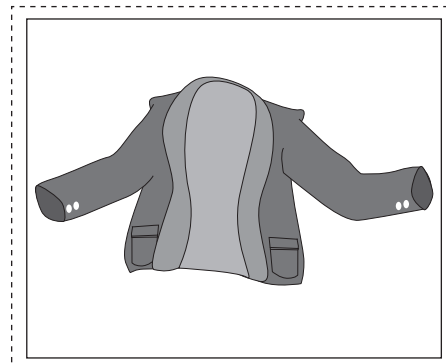
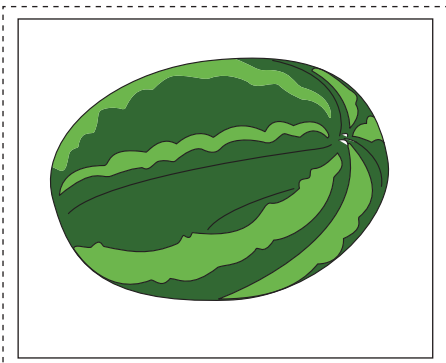
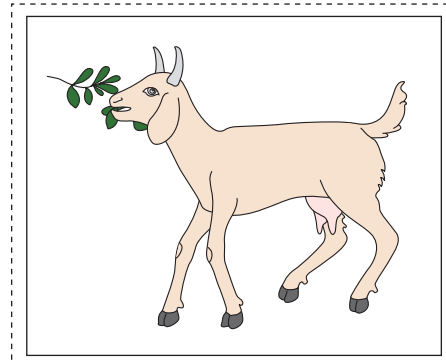
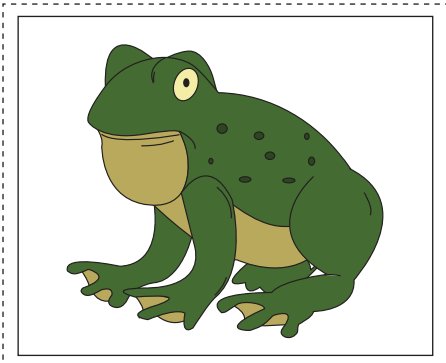
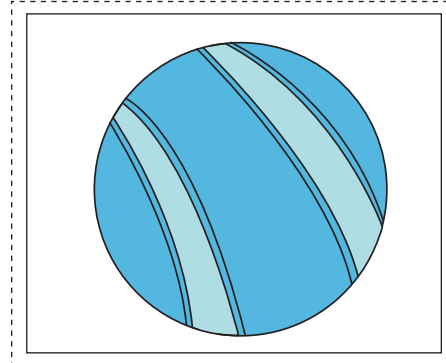
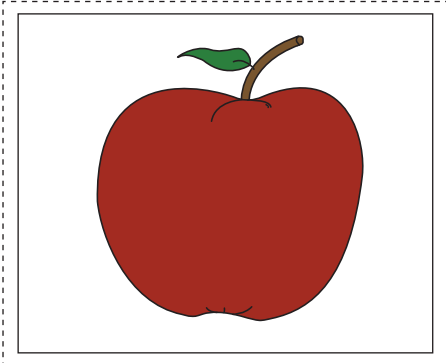
3 What is the girl in the blue dress looking at? at a \_\_\_\_\_

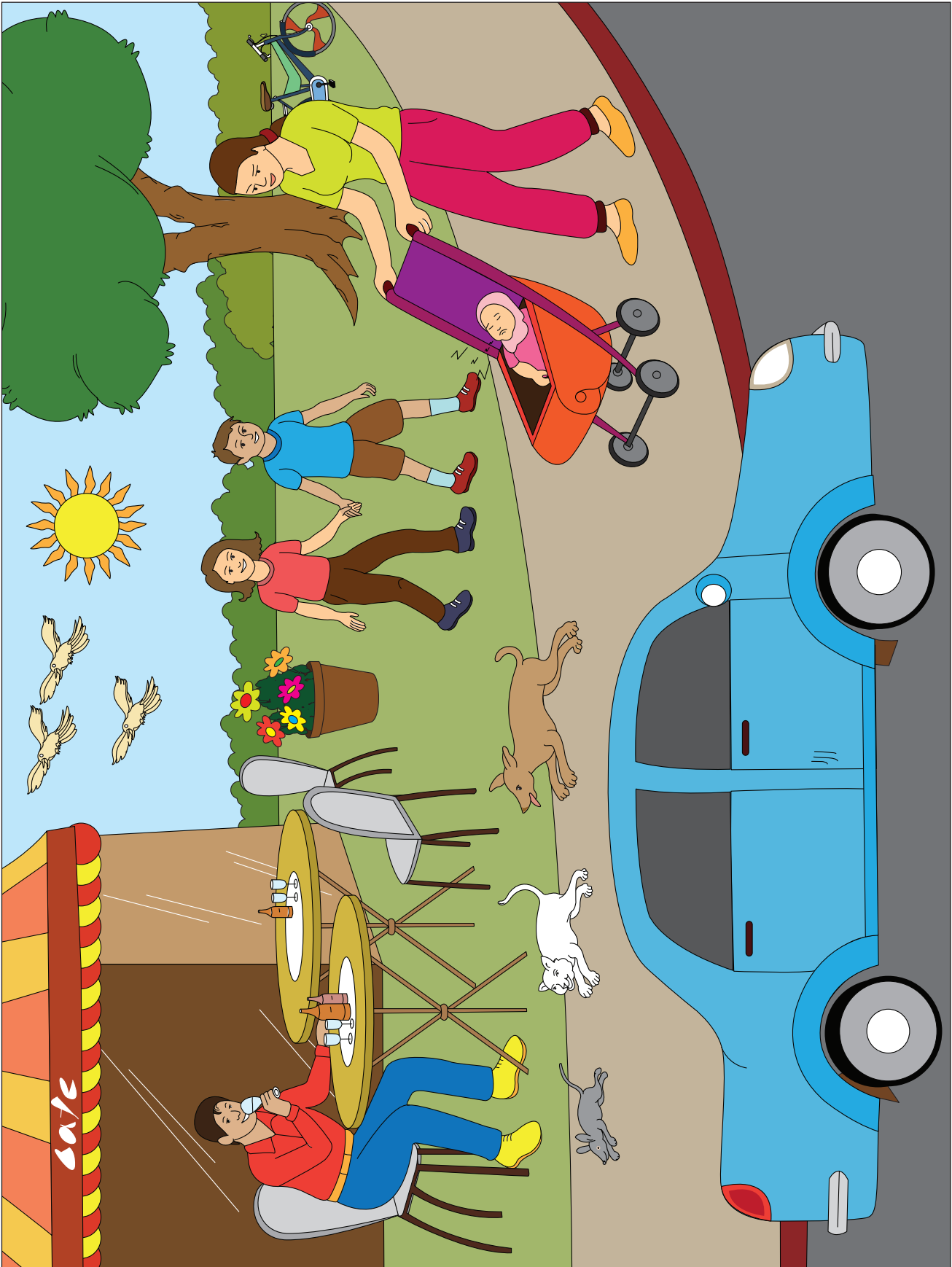


4 Where are the people now? in front of a \_\_\_\_\_

5 What are they holding? some big \_\_\_\_\_

## Object cards





## Test 1

### Listening Part 1

In this part, students listen and match names to people.

#### ■ Warm-up activity

**Aim:** To practise following descriptions of what people are doing.

**Materials:** Books, writing materials, etc. (note the activity is mostly mime)

#### Procedure

- 1 Ask one student to 'do' an activity (e.g. sitting, writing, reading). Ask the class what he / she is doing.
- 2 Ask another student to mime an activity; the rest of the class guesses what he / she is doing. You can put a list of activity verbs on the board.
- 3 Put students into pairs, or groups of three, and ask them to take turns miming and guessing.

#### ■ Do the test

**Materials:** Test 1 page 7, Audio 1.1

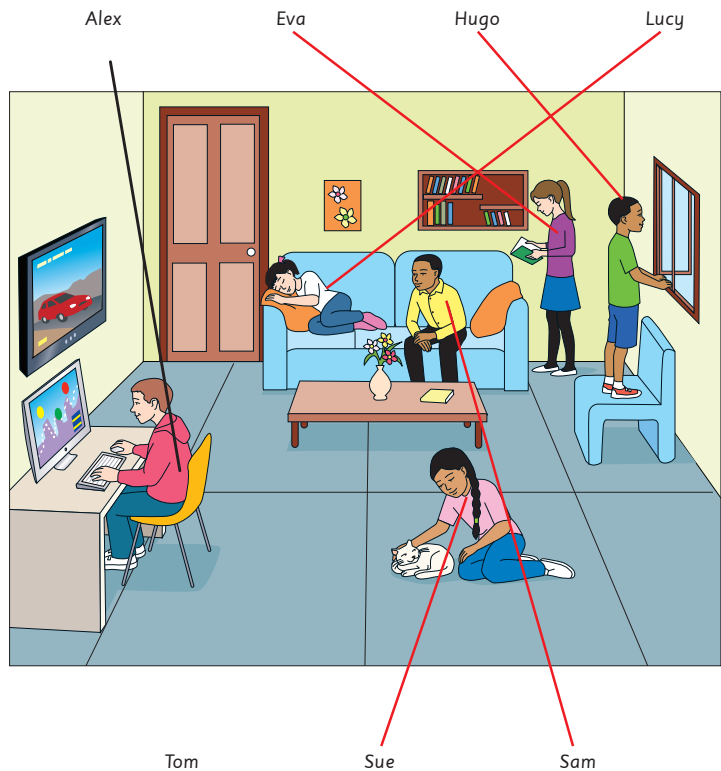
- 1 Ask students to turn to Test 1 page 7.
- 2 Point to each of the people in the picture in turn and ask *What's he / she doing?* Get different students to answer, e.g. *She's sitting on the floor.*
- 3 Ask students to name all the items in the picture, e.g. computer, cat, sofa, chair.
- 4 Play the first part of Audio 1.1. Go through the example.
- 5 Play the rest of the recording. Students draw lines to match the people with the names.
- 6 Let students listen to the recording again. Check answers.

## Test 1

## Listening

### Part 1 – 5 questions –

Listen and draw lines. There is one example.



Test 1, Listening Part 1 7

## Audioscript 1.1

**R** = Rubric  
**F** = Female adult  
**Mch** = Male child

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

**F** Alex, Alex – where are you?

**Mch** I'm in my bedroom with my friends.

**F** What are you doing, Alex?

**Mch** I'm playing on my computer.

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

### One

**F** How many friends are there?

**Mch** Five!

**F** What are they doing?

**Mch** Lucy is here. She's sleeping on the sofa.

**F** Sleeping?!

**Mch** Yes, Lucy likes sleeping!

### Two

**F** Is your friend Sam there?

**Mch** Yes. He's sitting on the sofa and watching television.

**F** Sam watches television a lot!

### Three

**Mch** And Eva is here. She's reading a book.

**F** Is it your book?

**Mch** Yes, reading is Eva's favourite hobby.

### R Four

**Mch** And my new friend, Hugo, is here.

**F** What's Hugo doing?

**Mch** Erm, he's standing on a chair looking out of the window!

**F** Oh dear! Ask him to get down.

**Mch** OK.

### R Five

**F** Is Sue there? I know she likes our cat.

**Mch** Yes. Sue is sitting on the floor playing with the cat.

**R** **Now listen to Part One again.**

# Test 1

## Listening Part 2

In this part, students listen and write names or numbers.

### ■ Warm-up activity

**Aim:** To practise listening to names being spelt out.

**Material:** A list of your students' first names

#### Procedure

- 1 Explain that you will spell out a name of someone in the class. The person whose name it is should put their hand up, e.g. P-E-T-E-R.
- 2 Repeat this in a number of lessons. Choose five or six names each time.

### Extension

- 1 Spell out a simple word or a name. The class writes what they hear. Check their spelling.
- 2 Divide students into pairs. Give each student a list of five words to spell for their partner. Their partner should not be able to see the words. Students take it in turns to spell out their words. Encourage them to say *Sorry?* or *Please repeat* if they need to. When they've finished they should compare what their partner has written with their list.

### ■ Do the test

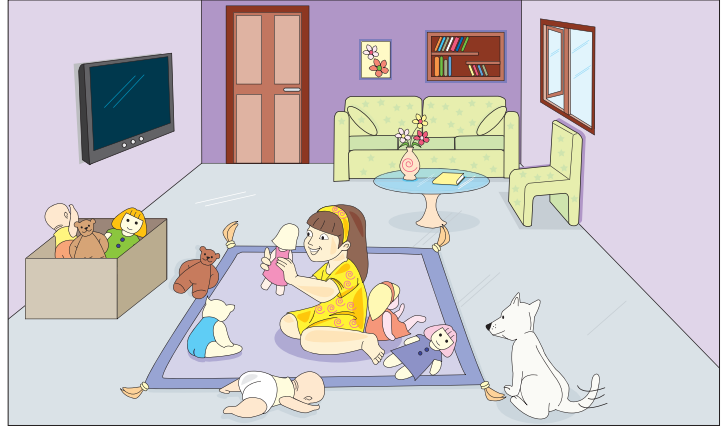
**Materials:** Test 1 pages 8-9, Audio 1.2

- 1 Ask students to turn to Test 1 pages 8-9. Explain the task and make sure students understand they should write either a name or a number.
- 2 Play the first part of the recording. Go through the examples.
- 3 Read the rest of the questions together. Ask students to guess what type of information is missing (i.e. a name or a number).

## Test 1

### Part 2 – 5 questions –

Read the question. Listen and write a name or a number.  
There are two examples.



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#### Examples

What is the girl's name?

Lucy

How old is she?

6

8 Test 1, Listening Part 2

- 4 Play the rest of the recording. Students listen and write answers.
- 5 Let students listen to the recording again. Check answers. Make sure students' handwriting is legible and that they have spelt the names correctly.

## Listening

### Questions

- 1 How many dolls has Lucy got? 13 / thirteen
- 2 What's the dog's name? Blue
- 3 Which class is Lucy in? 2 / two
- 4 What's the name of Lucy's school? Town School
- 5 How many children are in Lucy's class? 19 / nineteen

Test 1, Listening Part 2 **9**

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## Listening

- R** **Four**
- F** What's the name of her school?
- Mch** She goes to Town School.
- F** Is that T-O-W-N?
- Mch** That's right.
- R** **Five**
- F** How many children are in her class?
- Mch** Nineteen.
- F** Nineteen children? That's a big class!
- Mch** Yes, it is.
- R** **Now listen to Part Two again.**

## Audioscript 1.2

- R** = Rubric  
**F** = Female adult  
**Mch** = Male child

- R** **Part Two. Look at the picture. Listen and write a name or a number. There are two examples.**
- F** Hello, is this your sister?
- Mch** Yes. Her name's Lucy.
- F** Can you spell Lucy?
- Mch** It's L-U-C-Y.
- F** Very good! And how old is she?
- Mch** She's six now.
- F** Pardon?
- Mch** She's six.

- R** **Can you see the answers? Now you listen and write a name or a number.**
- One**
- F** She's got a lot of dolls!
- Mch** Yes, she's got thirteen.
- F** Thirteen? That is a lot.
- Mch** She likes dolls!!
- R** **Two**
- F** Is that her dog?
- Mch** Yes, his name's Blue.
- F** Can you spell that?
- Mch** Yes, I can. It's B-L-U-E.
- R** **Three**
- F** Which class is she in?
- Mch** She's in class two.
- F** Two?
- Mch** Yes. She's got a good teacher.

# Test 1

## Listening Part 3

In this part, students listen to the dialogue and tick the correct picture.

### ■ Warm-up activity

**Aim:** To relate words to pictures.

**Materials:** Test 1 pages 10-11

#### Procedure

- 1 Ask students to turn to Test 1 pages 10-11.
- 2 Say *Number 3 B*. Ask a student to say a word relating to this picture, i.e. an item in the picture or the colour of something in it, e.g. *boy*, *tennis*.
- 3 Put students in pairs to take turns saying the number and letter of a picture and then saying a word.

### ■ Do the test

**Materials:** Test 1 pages 10-11, Audio 1.3

- 1 Ask students to turn to Test 1 pages 10-11. Read the questions and check students know what they mean.
- 2 Ask students to look at the pictures and check they know the names of the items (objects, places and colours) in them. Take this opportunity to pre-teach any words they may need to know, e.g. *dog*, *pineapple*, *bike*, etc.
- 3 Ask students to guess what each dialogue will be about.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording. Students listen and tick the correct picture.
- 6 Let students listen to the recording again. Check answers. Ask students to describe one or two of the pictures.

## Test 1

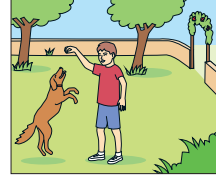
### Part 3 – 5 questions –

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

What's Nick doing?



A

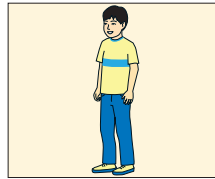


B

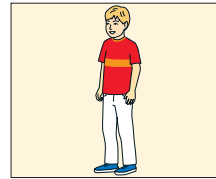


C

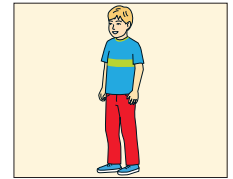
1 Which boy is Tom?



A

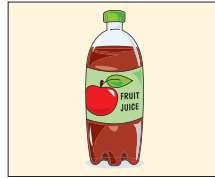


B



C

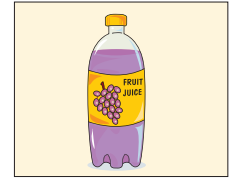
2 Which is Jill's favourite drink?



A



B

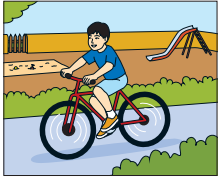


C

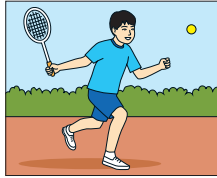
## Listening

## Listening

3 What's Mark doing?



A

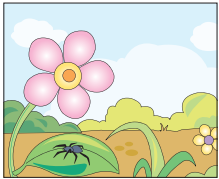


B



C

4 Where's the spider?



A



B



C

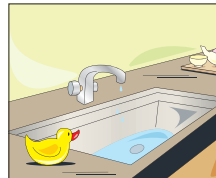
5 Where's the baby's duck?



A



B



C

Test 1, Listening Part 3 **11**

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- Mch** Is that your favourite drink?
- Fch** No. My favourite is pineapple juice. It's great!
- R** **Three. What's Mark doing?**
- F** Is that Mark in the park?
- M** Yes.
- F** Is he riding a bike?
- M** No, he's reading now.
- R** **Four. Where is the spider?**
- Fch** Where's the spider now, mum? Is it in the kitchen?
- F** No. And it's not in the sitting room.
- Fch** Look! It's in the garden.
- F** Oh, good. I don't like spiders!
- R** **Five. Where is the baby's duck?**
- M** Why is the baby crying?
- Mch** He can't find his duck in the kitchen.
- M** Is it in the bedroom?
- Mch** No. Oh look! I can see it now. It's swimming in the bath!
- R** **Now listen to Part Three again.**

### Audioscript 1.3

- R** = Rubric  
**M** = Male adult  
**Fch** = Female child  
**F** = Female adult  
**Mch** = Male child

- R** **Part Three. Look at the pictures. Now listen and look. There is one example. What's Nick doing?**
- M** Hello. Is Nick playing with the computer in his bedroom?
- Fch** No. He's in the garden.
- M** Oh, is he playing football?

- Fch** No, he's playing with the dog.

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

**One. Which boy is Tom?**

- F** Has Tom got blond hair?

- Mch** Yes, and he's wearing a blue T-shirt today.

- F** Is he wearing red trousers?

- Mch** Yes. Red is his favourite colour.

**R** **Two. Which is Jill's favourite drink?**

- Mch** Is that orange juice, Jill?

- Fch** No it's grape juice.

# Test 1

## Listening Part 4

In this part, students listen and colour items in a picture.

### ■ Warm-up activity

**Aim:** To practise colouring a picture.

**Materials:** Sheets of paper (or notebooks), coloured pencils

#### Procedure

- 1 Draw a simple picture on the board, e.g. a bedroom with a table, chair, bed, bookcase, toy dog on a bed, toy cat under a chair, clock on a table, book in a bookcase. Ask students to copy it in their notebooks.
- 2 Put students in pairs and they take turns giving each other colouring instructions. This can be very simple, e.g. Colour the book green or The book – green.

### ■ Do the test

**Materials:** Test 1 page 12, Audio 1.4, coloured pencils

- 1 Ask students to turn to Test 1 page 12. Read the instructions together.
- 2 Check students have all the colours they will need. Check by calling out the colours and asking students to hold up the corresponding coloured pencil.
- 3 Check students know the name of the items in the picture.
- 4 Ask them to predict what colour they think each item will be.
- 5 Play the first part of the recording. Go through the example.
- 6 Play the rest of the recording. Students listen and colour the picture.
- 7 Let students listen to the recording again. Check answers.

## Test 1

### Part 4 – 5 questions –

Listen and colour. There is one example.



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## Audioscript 1.4

**R** = Rubric  
**F** = Female adult  
**Mch** = Male child

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

**F** Look at the banana on the mat.

**Mch** Pardon?

**F** The banana on the mat. Can you colour it yellow?

**Mch** OK. I'm colouring it yellow.

**R** **Can you see the yellow banana on the mat? This is an example. Now you listen and colour.**  
**One**

**F** Can you see the chair?

**Mch** Yes. There's a banana on it.

**F** Colour that banana blue.

**Mch** Right. The banana on the chair is blue now. That's funny!

**R** **Two**

**F** Look. There's a banana next to the flowers.

**Mch** Yes. Can I colour it?

**F** OK. Colour it purple.

**Mch** Right. The banana next to the flowers is purple.

**R** **Three**

**F** Now find the cupboard.

**Mch** There's a banana in it.

**F** Yes. Colour that banana green.

**Mch** OK. I'm colouring the banana in the cupboard green.

**R** **Four**

**F** The cat's playing with a banana!

**Mch** Yes. It's a toy banana.

**F** Oh. Colour that orange, like a carrot.

**Mch** OK. It's orange now.

**R** **Five**

**F** Look. There's a banana between the apples and the books.

**Mch** Yes, I can see it.

**F** Colour it red.

**Mch** Right. The banana between the apples and the books is red now.

**F** Well done. The picture looks good.

**R** **Now listen to Part Four again.**

## Test 1

### Reading & Writing

#### Part 1

In this part, students look at the picture, read the sentence and put a tick or a cross depending on whether it is true or false.

#### ■ Warm-up activity

**Aim:** To play pelmanism (a memory game).

**Materials:** Flashcards and word cards for each group of students from different Vocabulary categories (see Vocabulary list on pages 44-48), e.g. *horse, eyes, hat, baby, cake, clock, radio, shell*.

#### Procedure

- 1 Put students into small groups.
- 2 Give each group a set of flashcards and word cards.
- 3 They then turn the flashcards and word cards face down. Students take turns turning two cards at a time. If the two cards match (i.e. the picture of the horse with the word *horse*), the student keeps the cards.
- 4 Continue until all the cards are gone. The student with the most cards wins.

#### ■ Do the test

**Materials:** Test 1 pages 13-14

- 1 Ask students to turn to Test 1 pages 13-14. Read the instructions together.
- 2 Write the example sentences on the board. Underline the key word in each (e.g. *burger, orange*). Ask students to correct the second example sentence, e.g. (*This is a*) *carrot*.

- 3 Students underline the key word in the rest of the sentences and decide if the sentences are correct or not.
- 4 Ask students to compare answers in pairs.
- 5 Check answers. Students correct the false sentences. (1 *This is a cat*. 3 *These are feet*.)

## Test 1

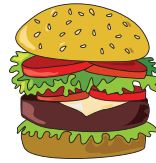
### Reading & Writing

#### Part 1

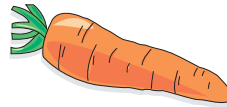
– 5 questions –

**Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.**

#### Examples



This is a burger.



This is an orange.



#### Questions

1



This is a cow.



Test 1, Reading & Writing Part 1

13

## Test 1

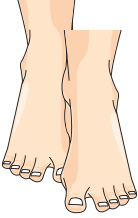
2



This is a doll.



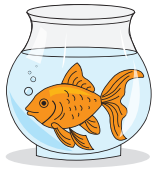
3



These are socks.



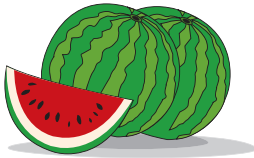
4



This is a fish.



5



These are watermelons.



# Test 1

## Reading & Writing

### Part 2

In this part, students look at a picture, read the sentences and then write yes or no, depending on whether they are true or false.

#### ■ Warm-up activity

**Aim:** To practise answering questions with yes / no answers.

**Materials:** None

#### Procedure

- 1 Say *Look at our classroom.* Then say *There's a teacher in the classroom.* Encourage students to say yes or no depending on whether they think it is true or false.
- 2 Check the answer and see how many students got it right.
- 3 Repeat with other statements appropriate to your classroom, e.g. *There's a big window. There are 12 desks. One boy is reading a book. The clock on the wall is black. There's a girl wearing a red T-shirt. This boy (or use name) has got a blue watch. The brown book is next to the board.*

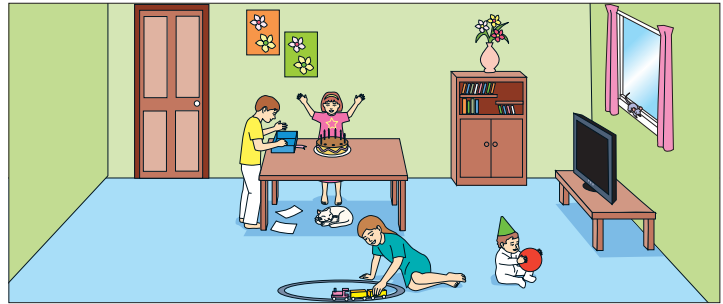
#### ■ Do the test

**Materials:** Test 1 page 15

- 1 Ask students to turn to Test 1 page 15. Ask them some questions about the picture, e.g. *How many children can you see? What colour are the flowers?*
- 2 Discuss the examples together. Ask students to find evidence in the picture to justify the answers.
- 3 Give students some time to read the descriptions and to check that they match what is happening in the picture.

### Part 2 – 5 questions –

Look and read. Write **yes** or **no**.



#### Examples

There are four children in the room. yes

There is a dog under the table. no

#### Questions

1 There is a mouse in the room. yes

2 A boy is playing with a train. no

3 There are blue flowers on the bookcase. no

4 A baby is holding a ball. yes

5 The children are watching television. no

## Test 1

### Part 3 – 5 questions –

Look at the pictures. Look at the letters. Write the words.

#### Example



*book*

o k b o

#### Questions

1



*desk*

s e d k

2



*board*

o d a r b

3



*chair*

i h c a r

4



*pencil*

i c p n e l

5



*eraser*

e r e s a r

## Reading & Writing

- 3 Give students some time to unscramble the rest of the jumbled words. Encourage them to cross out the letters after they have used them. Remind them to write only one letter in each space.
- 4 Ask students to compare answers in pairs.
- 5 Check answers. Check students have spelt the words correctly.

## Reading & Writing Part 3

In this part, students reorder letters and write words.

### ■ Warm-up activity

**Aim:** To practise making up anagrams.

**Materials:** A sheet of paper for each student (or their notebooks)

#### Procedure

- 1 Ask students to create their own anagrams for six words they have recently learnt in class.

- 2 Students then swap anagrams with another student and try to unscramble each other's words. Students can work alone or in pairs to do this.

### ■ Do the test

**Materials:** Test 1 page 16

- 1 Ask students to turn to Test 1 page 16. Read the instructions carefully. Explain that each dash represents a letter and that the pictures should help them.
- 2 Write the example on the board. Write both the jumbled letters and the word spelt correctly.

Reading & Writing

Part 4

In this part, students read a text and complete it with the missing words.

Warm-up activity

**Aim:** To practise writing missing words.

**Materials:** None

Procedure

- 1 Draw pictures along the top of the board, e.g. a giraffe, an egg, a ruler, a piano etc. Point to each one and get students to say the word, e.g. giraffe.
- 2 Write a sentence on the board with a gap which one of the picture words could fit in, e.g. A \_\_\_\_\_ has got long legs. (giraffe)  
I can play the \_\_\_\_\_. (piano)
- 3 Ask individual students to suggest which picture it could be, the others agree or not. (Sometimes more than one picture might fit.)
- 4 Rub this out and repeat with another picture and sentence.

Extension

If you have confident students, they could work in pairs to write the gapped sentences.

Do the test

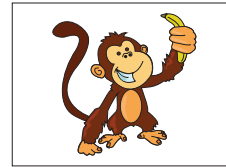
**Materials:** Test 1 page 17

- 1 Ask students to turn to Test 1 page 17. Ask students to read the instructions to the task and then ask the following questions (in L1 if necessary):  
How many words do you write in each gap? (one)  
Where can you find the words? (in the box)  
Can you write a word that is not in the box? (no)  
How many words are there in the box? (eight)  
How many gaps are there in the text? (five, plus one example)

Part 4  
– 5 questions –

Read this. Choose a word from the box. Write the correct word next to the numbers 1–5. There is one example.

Monkeys



Monkeys live in the \_\_\_\_\_ trees \_\_\_\_\_ with their family and friends.  
Monkeys are fun. They can run and jump with their long (1) \_\_\_\_\_ arms \_\_\_\_\_.  
They eat fruit but (2) \_\_\_\_\_ bananas \_\_\_\_\_ are their favourite food. Lots of monkeys are small but they have long (3) \_\_\_\_\_ tails \_\_\_\_\_. They are brown or orange and have big (4) \_\_\_\_\_ eyes \_\_\_\_\_. They have ten fingers and ten (5) \_\_\_\_\_ toes \_\_\_\_\_, like people. Monkeys are very funny!

example			
trees	arms	bike	bananas
tails	toes	eggs	eyes

- 2 Ask students to say what the text is about. The picture and title will help them. (If you did the warm-up activity above, students will know the answer to this.)
- 3 Discuss the example together. Ask them to cross out the word and picture in the box that was used in the example.
- 4 Give students some time to read the text carefully and to try to choose the best word from the box for each gap. Tell them to read the whole sentence before deciding on the best word for a gap.
- 5 Ask students to compare answers in pairs.
- 6 Check answers.
- 7 If you did the warm-up activity, check if the answers matched their suggestions on the board.



# Test 1

## Reading & Writing Part 5

In this part, students look at a picture and then write one-word answers to questions.

### ■ Warm-up activity

**Aim:** To practise asking and answering questions about a picture.

**Materials:** A picture from your coursebook

#### Procedure

- 1 Ask students to work in small groups. Give out a picture to each group. / Direct students in each group to a picture in their coursebook.
- 2 Ask them to write five questions about their picture, e.g. *Where is the dog?* *What is the girl in the sea doing?* *Who is drinking?* etc. Give students five to ten minutes to do this. Monitor and help if needed.
- 3 Ask groups to swap questions with another group. Students should answer the other group's questions. When they have finished, they should swap answers with the other group and correct each other's work.

### ■ Do the test

**Materials:** Test 1 pages 18-19

- 1 Ask students to turn to Test 1 pages 18-19. Ask them to name the items in the pictures. Pre-teach any they do not know.
- 2 Read the instructions carefully and discuss the examples together. Ask students to point to the parts of the picture that contain the answers.

## Test 1

### Part 5 – 5 questions –

Look at the pictures and read the questions. Write one-word answers.



#### Examples

Where are the people? in the street

How many shops are there? three

#### Questions

1 What is the woman holding? a handbag

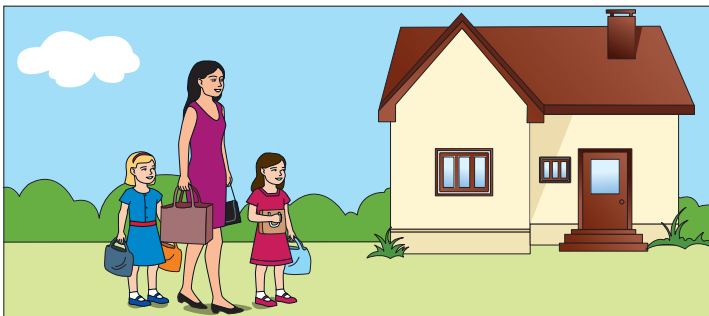
- 3 Give students time to read the questions and write the answers. Remind them to write only one-word answers.
- 4 Check answers after each section. Ask students to compare answers in pairs first. When checking the answers, make sure students have spelt with words correctly.

## Reading & Writing



2 Where are the jeans? on the chair

3 What is the girl in the blue dress looking at? at a (red) T-shirt



4 Where are the people now? in front of a house

5 What are they holding? some big bags

## Test 1

### Speaking Part 1

In this part, students point to items on the scene picture. Students then put the object cards in various locations on the scene picture.

#### ■ Warm-up activities

##### Activity 1

**Aim:** To practise listening to *Where* questions and pointing to items in the classroom.

**Materials:** Classroom objects (e.g. *pen, pencil, ruler, rubber, picture, board, pencil case, books, etc.*), other items (e.g. *fruit, toys, pictures, etc.*)

##### Procedure

1 Place a selection of classroom objects in visible positions around the class, e.g. some can be under the desk, on a cupboard, on a window sill, etc. Make sure they are visible to students. You might also want to bring in some items from home (such as toys or fruit) and place these in different positions around the room.

2 Ask students questions about the location of the objects. Students should respond by pointing. For example:

*Where's the board?* (students point)

*Where are the books?* (students point)

*Where are the pictures?* (students point)

*Where's the teddy bear?* (students point)

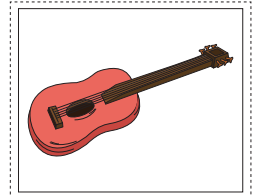
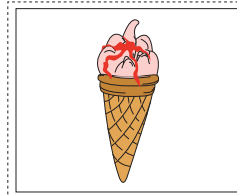
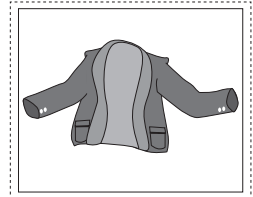
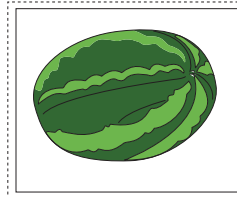
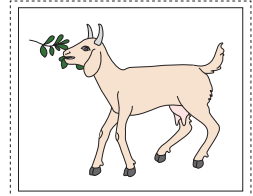
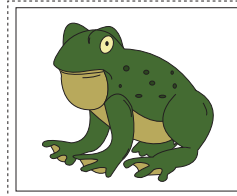
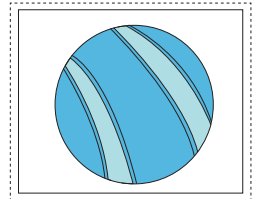
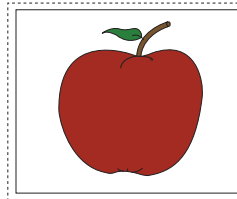
*Where's the apple?* (students point)

3 You could ask confident students to come up and take your role of asking the questions.

## Test 1

## Speaking

### Object cards



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20

Test 1, Speaking Parts 1 & 3

### Activity 2

**Aim:** To practise responding physically to instructions.

**Materials:** Classroom and household objects

##### Procedure

1 Put some objects on a table that all students can see. The objects can be classroom objects but they can also be smaller objects you bring in from home (e.g. *a box, a cup, an apple, a sock, etc.*).

2 Get a student to come to the front. Ask a *Where* question, e.g. *Where is the pencil?* and encourage the student to point to the pencil. Then

give an instruction (a simple sentence with an object and a preposition of place), e.g. *Put the pencil under your chair.* The student carries out the action.

3 Repeat with other students and instructions:

*Where is the box?*

*Put the box on your table.*

*Where is the bag?*

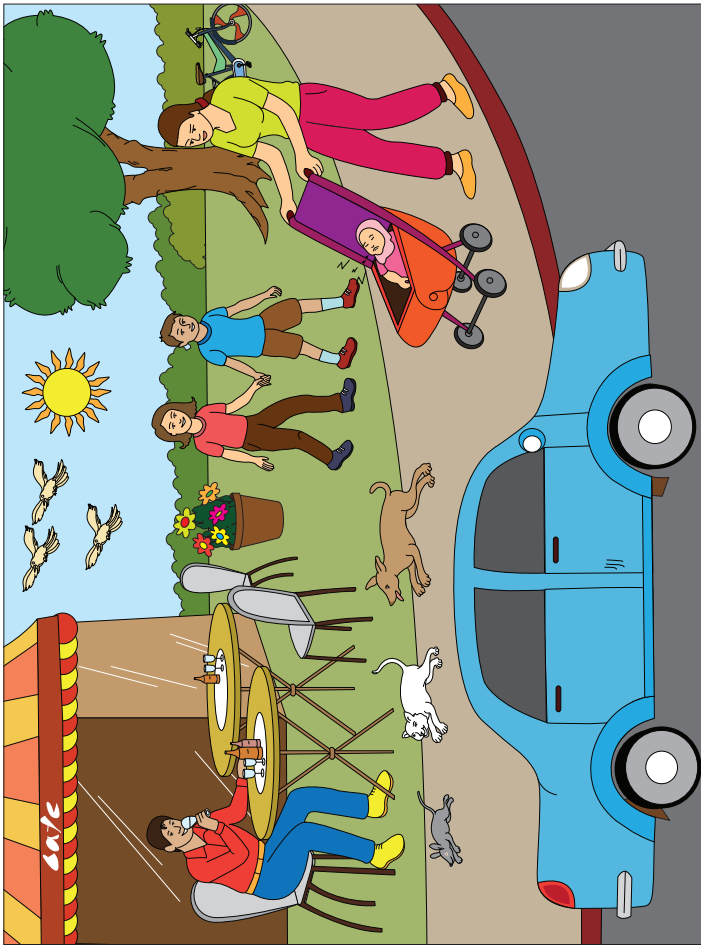
*Put the bag next to the door.*

*Where is the ruler?*

*Put the ruler in the cupboard.*

etc.

4 The rest of the class should check that the student is pointing and responding appropriately. Give all students a chance to point and carry out the instruction.



Test 1, Speaking Parts 1 &amp; 2 21

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## ■ Do the test

**Materials:** Test 1 pages 20-21

- 1 Check students know the names of items in the scene picture (page 21).
- 2 Ask them some questions about the scene picture. Students should point to the items rather than describe where each item is, e.g.  
*Where is the cat?*  
*Where is the car?*  
*Where are the children?*  
 etc.
- 3 Ask students to lay out the object cards (page 20) on their desk.
- 4 Give students instructions where to put some of the object cards, e.g.  
*Which is the guitar?*  
*Put the guitar on the bicycle.*  
*Which is the apple?*  
*Put the apple between the dog and the children.*  
*Which is the goat?*  
*Put the goat between the dog and the baby.*

## Test 1

### Speaking Part 2

In this part, students answer questions about people or things in the scene picture.

#### ■ Warm-up activity

**Aim:** To practise answering questions with short one-word answers.

**Materials:** Classroom objects (e.g. *pen, pencil, ruler, rubber, picture, board, pencil case, books*, etc.), other items (e.g. *fruit, toys, pictures*, etc.)

#### Procedure

- 1 Point to an item in the classroom and ask *What's this?* Get a student to answer, e.g. *a pencil*. Then ask *What colour is it?* Get a different student to answer, e.g. *red*.
- 2 Repeat with other items and other questions, such as *What are these? How many books are there? How many pictures are there? What colour is the teddy bear?*

#### Extension

Ask a student to come up to the front of the class. He / She should ask the class some questions.

Alternatively, students work in groups. They take it in turns to ask each other questions and to answer them.

#### ■ Do the test

**Materials:** Test 1 page 21

- 1 Ask students some questions about the scene picture. These questions should be ones that students will need to answer verbally, e.g.  
*What's this? (a flower) What colour is it? (red and yellow)*  
*How many flowers are there? (five)*  
*Where is the baby? (students point to the baby)*  
*What is the baby doing? (he's sleeping)*

### Speaking Part 3

In this part, students answer questions about the object cards.

#### ■ Warm-up activity

**Aim:** To practise asking and answering questions about objects in pictures.

**Materials:** The object cards from the speaking test (Test 1 page 20)

#### Procedure

- 1 Ask students to work in pairs. Give each pair a set of cards.
- 2 One student is the examiner and the other the candidate. The examiner should ask the candidate some questions about some of the cards, e.g. *What's this? (e.g. (It's an) apple)*  
*What colour is it? (e.g. (It's) green)*  
*Do you like apples? (e.g. yes)*  
*What's your favourite food? (e.g. chips and pizza)*
- 3 Allow them a few minutes to do this and then ask them to swap roles. Monitor and listen. At the end, you could ask some of the pairs to perform in front of the class. Ask the class to give each pair feedback at the end.

#### ■ Do the test

**Materials:** Test 1 pages 20-21

- 1 Ask students about the other object cards (the ones not referred to in Part 1), e.g.  
*What's this? (a jacket)*  
*What colour is it? (grey)*  
*Do you like frogs? (yes / no)*  
*What do you eat for breakfast? (apple, toast, etc.)*
- 2 Ask students a 'Tell me about' question, e.g. *Tell me about the man. (sitting)*

### Speaking Part 4

In this part, students answer personal questions.

#### ■ Warm-up activities

##### Activity 1

**Aim:** To practise answering personal questions.

**Materials:** Sets of question cards, e.g. *What's your name? What's your favourite colour? Do you like fruit?*

#### Procedure

- 1 Put students into pairs. Give each pair a set of question cards. They should place them face down on their desk.
- 2 Students take it in turns to pick up a question card and to ask their partner the question on it, e.g. *Can you play table tennis?* Their partner must answer. Encourage them to answer with more than one word if they can, e.g. *Yes, I can.*
- 3 Remind students to ask for repetition if they need to hear a question again, e.g. *Sorry? Please can you repeat? I don't understand.* etc.

##### Activity 2

**Aim:** To do a role play with personal questions.

**Materials:** None

#### Procedure

- 1 Ask a confident student to come up to the front and demonstrate the following simple role play:  
**T:** Hello.  
**S:** Hello.  
**T:** What's your name?  
**S:** (Anna).  
**T:** How old are you?  
**S:** I'm (eight).  
**T:** What's your favourite animal?  
**S:** (A dog).  
**T:** Thank you, Anna. Goodbye.  
**S:** Goodbye.

- 2 Put students in pairs and ask them to do a similar role play, taking it in turns to be the teachers and the student. Encourage them to ask different questions and to add extra questions if they can. If necessary, write example questions on the board.
- 3 Go round monitoring and helping where necessary.
- 4 Ask a few pairs to come to the front and demonstrate their role play.

## ■ Do the test

**Materials:** None

- 1 Ask each student some questions about themselves. They can give one-word answers but encourage them to give a longer answer if they can, e.g.  
*How old are you? (I'm 10 years old.)*  
*What's your friend's name?*  
*(John)*  
*How old is he / she? (10)*  
*Where do you go with your friend? (school)*  
*Can you play football? (yes / no)*

# Test 1

## Speaking frame (Timing = 5 minutes)

What to do (use child's name throughout the exam)	What to say	Answer from candidate (one word sufficient)	Back-up question if necessary
Usher brings candidate into examination room	Introduces the child to the examiner: <i>Hello, this is ...</i> Examiner to candidate: <i>Hello my name's .... What's your name?</i>	<i>Hello</i>	
<b>1</b> Examiner opens candidate booklet and shows scene to the candidate.  Point to the object cards laid out on the table.	<i>Look at this. This is a street. There are some people and the sun is shining.</i> <i>Here's is a cat. (pointing)</i> <i>Where is the car?</i> <i>Where are the children?</i> <i>Look at these, (name).</i> <i>Which is the guitar?</i> <i>I'm putting the guitar on the bicycle.</i> <i>Now you put the guitar under the birds.</i> <i>Which is the goat?</i> <i>Now put the goat between the dog and the baby.</i>	Points to items Candidate points.  Examiner puts guitar on the bicycle.  Candidate puts card under the birds. Candidate points. Candidate puts card between the dog and the baby.	<i>Is this the car? (point)</i> <i>Are these the children?</i>  <i>Where are the birds? / <u>Under</u> the birds.</i>  <i>Is this the goat? (points)</i> <i><u>Between</u> the dog and the baby.</i>
<b>2</b> Remove the cards and point to the scene. Point to a flower.  Point to baby. Remove scene picture.	<i>What's this?</i> <i>What colour is it?</i> <i>How many flowers are there?</i> <i>What's the baby doing?</i> <i>Tell me about the man.</i>	<i>Flower</i> <i>Red and yellow</i> <i>Five</i> <i>Sleeping</i> <i>He's sitting. / sitting</i>	<i>Is it a flower?</i> <i>Is it blue or yellow?</i> <i>Are there one or two?</i> <i>Is the baby sleeping?</i> <i>Is he sleeping?</i>
<b>3</b> Take three object cards not used previously.  Show jacket card.  Show apple card.  Show frog card.  Put away all cards.	<i>What's this?</i> <i>What colour is it?</i> <i>Do you wear a jacket to school?</i> <i>What's this?</i> <i>Do you eat apples?</i> <i>What do you eat for breakfast?</i> <i>What's this?</i> <i>Do you like frogs?</i> <i>What's your favourite animal?</i> <i>What's this?</i> <i>Have you got a ball?</i> <i>What sports do you do?or</i> <i>What games do you play at school?</i>	<i>Jacket</i> <i>Grey</i> <i>Yes / no</i> <i>Apple</i> <i>Yes / no</i> <i>Toast</i> <i>Frog</i> <i>Yes / no</i> <i>Horse</i>	<i>Is it a jacket?</i> <i>Is it grey?</i>  <i>Is it an apple?</i>  <i>Do you eat cereal?</i>  <i>Is it a frog?</i>  <i>Do you like cats?</i>
<b>4</b> Ask a few personal questions.	<i>Now, (name). What's your friend's name?</i> <i>How old is he / she?</i> <i>Where do you go with your friend?</i>	<i>Mary / John</i>  <i>10</i> <i>School</i>	<i>Is your friend's name, Mary?</i>  <i>Is he / she 8?</i> <i>Do you go to the park?</i>
	<i>Thank you, (name).</i> <i>Bye Bye.</i>		

# Pre A1 Starters grammar and structures list

## Nouns

Singular and plural including irregular plural forms, countable and uncountable and names

Would you like an **orange**?

**Lemons** are yellow.

Pat has six **mice**.

I eat **rice** for lunch.

**Anna** is my friend.

## Adjectives

Including possessive adjectives

He's a **small** boy.

**His** name is Bill.

## Determiners

It's **a** banana.

This is **an** apple.

Put **the** hat on **the** boy's head.

I want **some** milk.

**These** books are blue.

## Pronouns

Including demonstrative, personal and possessive interrogative pronouns and 'one'

**This** is my car.

Can you see **me**?

**Which** is Anna?

Yes, please. I'd like **one**.

This is **mine**!

Is that **yours**?

## Verbs

(Positive, negative, question, imperative and short answer forms including contractions)

### Present simple

Nick **is** happy.

I **don't like** eggs.

**Eat** your lunch!

**Is** that your sister? Yes, it **is**.

### Present continuous (not with future reference)

What **are** you **doing**?

The cat's **sleeping**.

### Can for ability

The baby **can** wave.

### Can for requests / permission

**Can** I **have** some birthday cake?

### Have (got) – for possession

**Have** you **got** a pen?

She **hasn't got** a dog.

## Adverbs

I'm colouring it **now**.

My grandma lives **here**.

She lives here **too**.

## Conjunctions

I've got a pen **and** a pencil.

## Prepositions of place

Put the clock **next to** the picture.

We go to school **in** the morning.

## Question words

**Who** is that man?

**Where** is Alex?

## Impersonal you

How do **you** spell that?

## Have + obj + inf

Lucy **has a book to read**.

## ing forms as nouns

**Swimming** is good.

## Let's

**Let's** go to the zoo.

## Like + v + ing

I like **swimming**

## There is / there are

**There is** a monkey in the tree.

**There are** some books on the table.

## Would like + v or n

I **would like** some **grapes**.

**Would you like to colour** that ball?

## Happy Birthday

You're eight today! **Happy Birthday!**

## Here you are

Would you like an apple?

Yes, please.

**Here you are.**

## Me too

I like football. **Me too.**

## So do I

I love hippos. **So do I.**

## story about + ing

This is a **story about playing football**.

## What (a/an) + adj + n

**What a** good dog!

**What** beautiful fish!

## What now?

Put the egg in the box.

OK! The egg is in the box. **What now?**

# Pre A1 Starters alphabetic vocabulary list

## Grammatical Key

*adj* adjective

*adv* adverb

*conj* conjunction

*det* determiner

*dis* discourse marker

*excl* exclamation

*int* interrogative

*n* noun

*poss* possessive

*prep* preposition

*pron* pronoun

*v* verb

## A

*a* *det*

*about* *prep*

*add* *v*

*afternoon* *n*

*again* *adv*

*alien* *n*

*alphabet* *n*

*an* *det*

*and* *conj*

*angry* *adj*

*animal* *n*

*answer* *n + v*

*apartment* (UK *flat*) *n*

*apple* *n*

*arm* *n*

*armchair* *n*

*ask* *v*

*at* *prep of place*

## B

*baby* *n*

*badminton* *n*

*bag* *n*

*ball* *n*

*balloon* *n*

*banana* *n*

*baseball* *n*

*baseball cap* *n*

*basketball* *n*

*bat* (as sports equipment) *n*

*bath* *n*

*bathroom* *n*

*be* *v*

*beach* *n*

*bean* *n*

*bear* *n*

*beautiful* *adj*

*bed* *n*

*bedroom* *n*

*bee* *n*

*behind* *prep*

*between* *prep*

*big* *adj*

*bike* *n*

*bird* *n*

*birthday* *n*

*black* *adj*

*blue* *adj*

*board* *n*

*board game* *n*

*boat* *n*

*body* *n*

*book* *n*

*bookcase* *n*

*bookshop* *n*

*boots* *n*

*bounce* *v*

*box* *n*

*boy* *n*

*bread* *n*

*breakfast* *n*

*brother* *n*

*brown* *adj*

*burger* *n*

*bus* *n*

*but* *conj*

*bye* *excl*

## C

*cake* *n*

*camera* *n*

*can* *v*

*candy* (UK *sweet(s)*) *n*

*car* *n*

*carrot* *n*

*cat* *n*

*catch* (e.g. a ball) *v*

*chair* *n*

*chicken* *n*

*child/children* *n*

*chips* (US *fries*) *n*

*chocolate* *n*

*choose* *v*

*clap* *v*

*class* *n*

*classmate* *n*

*classroom* *n*

*clean* *adj + v*

*clock* *n*

*close* *v*

*closed* *adj*

*clothes* *n*

*coconut* *n*

*colour* (US *color*) *n + v*

*come* *v*

*complete* *v*

*computer* *n*

*cool* *adj*

*Cool!* *excl*

*correct* *adj*

*count* *v*

## Pre A1 Starters alphabetic vocabulary list

cousin n  
cow n  
crayon n  
crocodile n  
cross n + v  
cupboard n

### D

dad n  
day n  
desk n  
dining room n  
dinner n  
dirty adj  
do v  
dog n  
doll n  
donkey n  
don't worry excl  
door n  
double adj  
draw v  
drawing n  
dress n  
drink n + v  
drive v  
duck n

### E

ear n  
eat v  
egg n  
elephant n  
end n  
English adj + n  
enjoy v  
eraser (UK rubber) n  
evening n  
example n  
eye n

### F

face n  
family n  
fantastic adj  
Fantastic! excl  
father n  
favourite (US favorite) adj  
find v  
fish (s + pl) n  
fishing n  
flat (US apartment) n  
floor n  
flower n  
fly v  
food n  
foot/feet n  
football (US soccer) n  
for prep  
friend n  
fries (UK chips) n  
frog n  
from prep  
fruit n  
fun adj + n  
funny adj

### G

game n  
garden n  
get v  
giraffe n  
girl n  
give v  
glasses n  
go v  
go to bed v  
go to sleep v  
goat n  
good adj

goodbye excl  
grandfather n  
grandma n  
grandmother n  
grandpa n  
grape n  
gray (UK grey) adj  
great adj + excl  
green adj  
grey (US gray) adj  
guitar n

### H

hair n  
hall n  
hand n  
handbag n  
happy adj  
hat n  
have v  
have got v  
he pron  
head n  
helicopter n  
hello excl  
her poss adj + pron  
here adv  
hers pron  
Hi! excl  
him pron  
hippo n  
his poss adj + pron  
hit v  
hobby n  
hockey n  
hold v  
home n + adv  
Hooray! excl  
horse n

## Pre A1 Starters alphabetic vocabulary list

house *n*  
how *int*  
how many *int*  
how old *int*

### I

I *pron*  
ice cream *n*  
in *prep of place + time*  
in front of *prep*  
it *pron*  
its *poss adj + pron*

### J

jacket *n*  
jeans *n*  
jellyfish *n*  
juice *n*  
jump *v*

### K

keyboard (computer) *n*  
kick *v*  
kid *n*  
kitchen *n*  
kite *n*  
kiwi *n*  
know *v*

### L

lamp *n*  
learn *v*  
leg *n*  
lemon *n*  
lemonade *n*  
lesson *n*  
let's *v*  
letter (as in alphabet) *n*  
like *prep + v*  
lime *n*

line *n*  
listen *v*  
live *v*  
living room *n*  
lizard *n*  
long *adj*  
look *v*  
look at *v*  
lorry (US truck) *n*  
a lot *adv + pron*  
a lot of *det*  
lots *adv + pron*  
lots of *det*  
love *v*  
lunch *n*

### M

make *v*  
man/men *n*  
mango *n*  
many *det*  
mat *n*  
me *pron*  
me too *dis*  
meat *n*  
meatballs *n*  
milk *n*  
mine *pron*  
mirror *n*  
Miss *title*  
monkey *n*  
monster *n*  
morning *n*  
mother *n*  
motorbike *n*  
mouse/mice *n*  
mouse (computer) *n*  
mouth *n*  
Mr *title*  
Mrs *title*

mum *n*  
music *n*  
my *poss adj*

### N

name *n*  
new *adj*  
next to *prep*  
nice *adj*  
night *n*  
no *adv + det*  
nose *n*  
not *adv*  
now *adv*  
number *n*

### O

of *prep*  
oh *dis*  
oh dear *excl*  
OK *adj + dis*  
old *adj*  
on *prep of place*  
one *det + pron*  
onion *n*  
open *adj + v*  
or *conj*  
orange *adj + n*  
our *poss adj*  
ours *pron*

### P

page *n*  
paint *n + v*  
painting *n*  
paper *adj + n*  
pardon *int*  
park *n*  
part *n*  
pea *n*

## Pre A1 Starters alphabetic vocabulary list

pear *n*  
pen *n*  
pencil *n*  
person/people *n*  
pet *n*  
phone *n + v*  
photo *n*  
piano *n*  
pick up *v*  
picture *n*  
pie *n*  
pineapple *n*  
pink *adj*  
plane *n*  
play *v*  
playground *n*  
please *dis*  
point *v*  
polar bear *n*  
poster *n*  
potato *n*  
purple *adj*  
put *v*

### Q

question *n*

### R

radio *n*  
read *v*  
really *adv*  
red *adj*  
rice *n*  
ride *v*  
right *dis*  
right (as in correct) *adj*  
robot *n*  
room *n*  
rubber (US eraser) *n*  
rug *n*

ruler *n*  
run *v*

### S

sad *adj*  
sand *n*  
sausage *n*  
say *v*  
scary *adj*  
school *n*  
sea *n*  
see *v*  
See you! *excl*  
sentence *n*  
she *pron*  
sheep (s + pl) *n*  
shell *n*  
ship *n*  
shirt *n*  
shoe *n*  
shop (US store) *n*  
short *adj*  
shorts *n*  
show *v*  
silly *adj*  
sing *v*  
sister *n*  
sit *v*  
skateboard *n*  
skateboarding *n*  
skirt *n*  
sleep *v*  
small *adj*  
smile *n + v*  
snake *n*  
so *dis*  
soccer (UK football) *n*  
sock *n*  
sofa *n*  
some *det*

song *n*  
sorry *adj + int*  
spell *v*  
spider *n*  
sport *n*  
stand *v*  
start *v*  
stop *v*  
store (UK shop) *n*  
story *n*  
street *n*  
sun *n*  
sweet(s) (US candy) *n*  
swim *v*

### T

table *n*  
table tennis *n*  
tablet *n*  
tail *n*  
take a photo/picture *v*  
talk *v*  
teacher *n*  
teddy (bear) *n*  
television/TV *n*  
tell *v*  
tennis *n*  
tennis racket *n*  
thank you *dis*  
thanks *dis*  
that *det + pron*  
the *det*  
their *poss adj*  
theirs *pron*  
them *pron*  
then *dis*  
there *adv*  
these *det + pron*  
they *pron*  
thing *n*

## Pre A1 Starters alphabetic vocabulary list

this *det + pron*  
those *det + pron*  
throw *v*  
tick *n + v*  
tiger *n*  
to *prep*  
today *adv + n*  
tomato *n*  
too *adv*  
toy *n*  
train *n*  
tree *n*  
trousers *n*  
truck (UK lorry) *n*  
try *n + v*  
T-shirt *n*  
TV/television *n*

### U

ugly *adj*  
under *prep*  
understand *v*  
us *pron*

### V

very *adv*

### W

walk *v*  
wall *n*  
want *v*  
watch *n + v*  
water *n*  
watermelon *n*  
wave *v*  
we *pron*  
wear *v*  
well *dis*

well done *dis*  
what *int*  
where *int*  
which *int*  
white *adj*  
who *int*  
whose *int*  
window *n*  
with *prep*  
woman/women *n*  
word *n*  
would like *v*  
wow! *excl'*

### X

(No words at this level)

### Y

year *n*  
yellow *adj*  
yes *adv*  
you *pron*  
young *adj*  
your *poss adj*  
yours *pron*

### Z

zebra *n* zoo *n*

### Letters & Numbers

Candidates will be expected to understand and write the letters of the alphabet and numbers 1–20.

### Names

Candidates will be expected to recognise and write the following names:

Alex  
Alice  
Anna  
Ben  
Bill  
Dan  
Eva  
Grace  
Hugo  
Jill  
Kim  
Lucy  
Mark  
Matt  
May (as in girl's name)  
Nick  
Pat  
Sam  
Sue  
Tom

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