

Kidz A1 Practice Tests Ideas

This is a summary of what students CAN DO at this level.

Listening and Speaking

Students CAN:

- understand simple spoken dialogues with the help of pictures.
- understand simple descriptions of people and objects.
- express agreement or disagreement using short phrases.
- respond to questions with simple phrases.
- give simple descriptions of objects, people and actions shown in pictures.
- tell very simple stories using pictures.
- ask people how they are.
- ask simple questions about habits.
- ask simple questions about preferences.

Reading and Writing

Students CAN:

- understand simple signs and notes.
- understand short texts with pictures.
- understand short stories with pictures.
- write short phrases or sentences using pictures.
- write simple sentences about themselves.
- write simple sentences about likes and dislikes.

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Listening

Part 1 **Match** **Draw lines to match names to people in a picture.**

- Do plenty of practice with describing pictures.
- Explain to students that they will not use all the names round the picture.
- Make sure students know which names are male and female.
- Remind students about listening to the whole track before deciding how to draw the lines.
- Assessment of ability to listen for names and descriptions.

Part 2 **Note taking** **Write words or numbers in gaps**

- Have students look at the picture and read the questions – set up the context.
- Explain to students that the answer could be a name or a number.
- Show students how to identify in the question what information to listen for.
- Have plenty of spelling practice – pay special attention to letters like A, E, I, G, J, S, C, Z, etc.
- Explain that numbers can be written as digits.
- Assessment of ability to listen for names, spelling and numbers – as information.

Part 3 **Matching** **Match pictures with illustrated word or name by writing letters in the boxes.**

- Have students read the context sentence and the question.
- Have students look at the options and label the pictures – remind them that this is for practice; in the real test, they won't be able to do it.
- Explain to students that all the options will be mentioned, but they won't use them all.
- Assessment of ability to listen for words, names and details.

Part 4 **3-option multiple choice** **Tick the boxes that show the correct answer.**

- Ask students to describe the three pictures for each question – have them identify how they are different.
- Explain that things about the three pictures will be mentioned, but only one picture shows the answer to the question.
- Assessment of ability to listen for specific information – different situations.

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Part 5 Colouring and writing

**Carry out instructions; locate objects,
colouring and writing.**

- Have students describe the picture in detail – it is a good idea to make a list of all the items they can see and get students explaining where these things are.
- Students must find the things mentioned and colour them with the correct colour.
- Students must colour the things mentioned ONLY.
- Explain that colouring skills are not assessed.
- Have students look for spaces where a short word could be written.
- Assessment of ability to listen for words, colours and specific information.

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Reading and Writing

Part 1 Matching words to definitions Read definitions and match them to the correct words.

- Do plenty of practice with explaining what something is.
What is an apple?
It's a fruit.
Apples are red and juicy.
- Provide students with useful language as chunks:
You can find...
You can do ... in ...
This is ...
You use this to...
- Remind students that if the correct option is a singular noun, they must also copy **a / an**.
- Assessment of ability to match words to their meanings.

Part 2 Short dialogue with multiple responses Read and complete a short dialogue.

- Do plenty of practice with responding to both Yes / No and Wh- questions.
- Provide students with formulaic expressions:
 - *Formulaic language is a linguistic term for verbal expressions that are fixed in form, often non-literal in meaning with attitudinal nuances, and closely related to communicative-pragmatic context.*
- Have students read the three responses before choosing one.
- Think up a simple way to get students understanding differences between the options in meaning, grammar, sense and appropriacy.
- Assessment of knowledge of functional language.

Part 3 Gapped text Read a short text and complete the gaps. Choose the best title for the story.

- Make sure students know what the options mean.
- Tell students that it is really important that they read the whole text – to get a general idea.
- Do plenty of practice with guessing – which word could fill the gap.
- Think up a way to get students understanding what type of word is needed; a verb, a noun, and adjective, etc.
- Get students reading the three title options and identify which words in the correct title match the story.
- Assessment of ability to read for gist and then for specific information.

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Part 4 Multiple-choice cloze Read a gapped text and choose the correct word for each gap.

- Keep in mind that this part of the test has a grammatical focus.
- Do plenty of practice with guessing – which word could fill the gap.
- Draw students' attention to form and meaning of the word to choose.
- Assessment of ability to read and understand a factual text.
- Assessment of lexical and grammatical knowledge.

Part 5 Sentences completion Read a story and complete sentences about it. based on a story.

- In this part of the text, the pictures are used to illustrate the story, but they do not provide answers.
- Do plenty of practice with predicting using an outline of the story and the pictures.
- Do plenty of practice with reading for gist.
- Do plenty of practice with reading the questions and guessing what kind of information may be missing.
- Provide students with alternatives for speaking:
On Friday the family ate lunch in the park.
The family ate lunch in the park on Friday.
- Keep in mind that students do not have to produce grammar but write information to complete the idea; this information could be 1, 2 or 3 words.
- Assessment of ability to read and understand a story.
- Assessment of ability to recognise words and phrases with similar meaning.

Part 6 Productive writing Read and complete a sentence about the picture.

Write two sentences about the picture.

- Do plenty of practice with identifying information in a picture.
- Do plenty of practice with identifying in a question what information to look for.
- It is a good idea to get students helping you write example sentences on the board; these examples must be provided by the students themselves - not the teacher.
- Assessment of productive writing skills.
- Assessment of ability to communicate meaning through written English.

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Speaking

“Make sure some everyday language becomes a habit.”

How old are you? I am seven years old.

How are you? I'm fine. Thanks! What about you?

What's your name? My name is Carlos.

Part 1 Interlocutor – candidate Identify four differences between pictures. Two similar pictures

- Do plenty of practice with describing pictures and finding differences.
- Keep in mind that the differences may be related to colour, size, number, position, appearance, activity, etc.
- These are two examples of acceptable answers:
1 Here there are four apples, but here there are six.
2 Here red and here pink.
- Assessment of ability to describe pictures.

Part 2 Interlocutor – candidate Describe each picture in turn. Picture sequence

- Do plenty of practice with telling what's happening – in a picture. Then use two pictures and get students continuing the same story.
- Do plenty of practice with telling 3 things about each picture.
- Students must be familiarised with the following structures:
There is / are
*the present tense of the verbs **be** and **have (got)***
*the modals **can / can't** and **must / mustn't***
*the present continuous tense of verbs like **play, read, look at, write, laugh, go, etc.***
- Students must be able to describe feelings.
- Assessment of ability to describe things and events.

Part 3 Interlocutor – candidate Identify the odd one and give reasons. Picture set

- Do plenty of practice with “Cross the out one out.” activities.
- Provide students with opportunities to give reasons for their choices – using simple phrases or sentences.
- Keep in mind that students might give reasons for their choices in different ways, so accept their answers and help them form them correctly, if necessary.
- Assessment of ability to describe pictures.

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Part 4 Interlocutor – candidate
Open-ended questions
about student

Answer personal questions.

- Do plenty of practice with talking about school, weekend activity, family, friends and hobbies.
- Get students familiarised with questions like:
Who do you play with at school?
What games do you play at school?
What do you have for lunch?
- Keep in mind that one-word to four-word answers are acceptable, so draw students attention to understanding how to give answers correctly rather than speak too much.
- Keep in mind that students must be prepared to use the present tense and sometimes the past tense to answer questions.
- Assessment of ability to understand and respond to personal questions.