

# Kidz A2 Practice Tests Ideas

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

## Listening and Speaking

### Students CAN:

- understand instructions given in 2, 3 or more sentences.
- understand spoken descriptions of objects, people and some events.
- understand simple conversations about familiar topics.
- ask questions about familiar topics.
- tell short and simple stories by using pictures or their own ideas.
- give descriptions of objects, places and people in pictures; appearance and activity.
- talk about activities done in the past – in short sentences.

## Reading and Writing

### Students CAN:

- understand simple written descriptions of objects, people and some events.
- understand simple and short stories containing **\*narrative tenses**.
- read and understand short texts – they may need little or even no help to understand the meaning of some unknown words.
- link phrases or sentences using some connectors (like, and, because and then).
- write simple descriptions of objects, pictures and actions.
- write a short and simple story using pictures or their own ideas.

### \*Note:

**Narrative tenses** are found in stories or descriptions because they help people to talk about the past.

If you want to talk about an anecdote or just share your feelings or thoughts regarding some of the experiences you've had, you'll be using narrative tenses.

### Examples

#### Past simple

- She **saw** me **off** at the airport.

#### Past continuous

That loud music **was bringing on** my feeling of joy!

# Kidz A2 Practice Tests Ideas

## Past Perfect

- She **had sung** there twice but looked terrified this time!

## Past perfect continuous

I **had been waiting** for ages to meet her, and yesterday, I finally did!

Some activities which are useful to practise these narrative tenses are:

- gap filling
- dictations
- story writing
- spotting in lyrics
- rewriting events
- ordering texts

For more information, visit:

<https://www.teachingenglish.org.uk/article/narrative-tenses>  
<https://www.teachingenglish.org.uk/article/your-year-review>  
<https://www.teachingenglish.org.uk/article/telling-a-story>  
<https://www.teachingenglish.org.uk/article/alien-abduction>  
<https://www.teachingenglish.org.uk/article/creative-group-writing>  
<https://www.teachingenglish.org.uk/article/catch-a-thief-past-simple-past-continuous-practice>

# Kidz A2 Practice Tests Ideas

## Listening

### Part 1

#### Match

Draw lines to match names to people in a picture.

- Have plenty of practice with describing pictures in detail (place, appearance, activity, colours, etc.).
- Make questions about the pictures.
- Remind students about drawing straight lines rather than curvy ones.
- Make sure students know which names are male, female or both.
- Assessment of ability to listen for names and descriptions.

### Part 2

#### Note-taking

Write words or numbers in gaps.

- Remind students that they must write a word or a number on each line.
- Do plenty of practice with spelling – some misspelling is allowed, but it is a lot better to get students doing it correctly; pay special attention to letters like a, e, i, g, j, etc.
- Try dictating activities and gap filling in class.
- Make sure students know all the words on the Starters, Movers and Flyers levels lists.
- Assessment of ability to listen for names, spelling and some other information.

### Part 3

#### Matching

Match pictures with illustrated word or name by writing letters.

- Ask students to tell you what they can see in the pictures.
- Remind students that they must write letters in the boxes.
- Get students read the question at the top before doing the activity.
- Advise students not to write the option or letter for the first thing mentioned as it is not always the right option. Tell students to listen to the whole track and think, then listen again and choose the correct answers.
- Assessment of ability to listen for words, names and detailed information.

### Part 4

#### 3-option multiple choice

Tick boxes under pictures.

- Do plenty of practice with describing sets of pictures and get students explain how the pictures (options) are different.
- Remind students that the people on listening will mention things about the three options, but there will be some details that indicate what the correct option is.
- Make sure you have covered in class all the vocabulary and structures for this level.
- Remind students about reading the questions before listening.
- In class, you can let students write hints (special detail / difference) below each picture; it sometimes helps students complete this task easily.
- Assessment of ability to listen for specific information.

# **Kidz A2 Practice Tests Ideas**

## **Part 5**

### **Colouring and writing**

**Carry out instructions to locate objects, colour and write.**

- Do plenty of practice with describing pictures in detail.
- Get students looking at the picture carefully in order for them to find areas where a short word could be written.
- Remind students about colouring what the people on the listening say, not anything else.
- Tell students that they will have to find and colour three things and write two words.
- Make sure students understand language which explains exactly where someone or something is.
- Assessment of ability to listen for words, colours and specific information.

# Kidz A2 Practice Tests Ideas

## Reading and Writing

### Part 1

#### Matching

Read definitions and write the correct words next to them.

- It is a good idea to get students using dictionaries in class.
- Help students get familiarised with vocabulary in sets – thematic.
- Tell students to read all the words in colour before reading the definitions.
- Help students understand how to identify key words, ex:  
This is a small, **flat** cake. It is **dry** and **sweet**. a biscuit
- Remind students about writing **a** or **an** when the answer is a singular noun.
- Advise students to copy the words the exact same way they appear on the page.
- Assessment of ability to match words to their meaning.

### Part 2

#### Dialogue with multiple choice responses

Complete a continuous dialogue by choosing the correct response.

- Do plenty of practice with conversing in class. It helps students understand / identify how to respond to every day / common questions.
- Tell students to read all the responses before reading the conversation.
- Do plenty of practice with alternatives – different ways / options to respond to the same question.
- 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.*
- Do plenty of practice with responding to both Yes / No and Wh- questions.
- Help students find links between the first speaker's words and the correct response, ex:  
Maria: Do you **always walk** to the club?  
Mark : **Yes**, but if it's raining, mum drives me there.
- Assessment of knowledge of functional language.

### Part 3

#### Gapped text

Read a short narrative and choose the correct words for the gaps  
Choose the best title for the story.

- Do plenty of practice with identifying nouns, adjectives and verbs – make sure students understand when to use each.
- Have students brainstorm on names for the story before reading. Then you can ask them to choose the correct one based on what they have just read.
- Tell students that it is really important that they read the whole text – ignoring the gaps first.



# Kidz A2 Practice Tests Ideas

## Part 6

### Open cloze

Read a short text and complete the gaps.

**“There are no options.”**

- Do plenty of practice with **fill in gaps** activities - with no options.
- Remind students that there are no sets of options to choose from for this activity.
- Tell students that they have to write one-word answers.
- Do plenty of practice with common collocations (written and orally), ex.  
ask a question  
do my homework  
do chores  
etc.
- Get students reading the whole text – ignoring the gaps first.
- Get students guessing what words they could use to fill in the gaps.
- It is a good idea to consider the whole text and not just what’s before or after the gap. Sometimes the answers can be found further back / ahead in the text.
- Assessment of ability to read and understand a short text.
- Assessment of ability to produce appropriate words to complete a gap.
- Assessment of knowledge of both structures and lexis.

**“Collocations and fixed expressions are included in the assessment.”**

## Part 7

### Productive writing

**Write a story based on three pictures.**

- Do plenty of practice with describing the three pictures in detail.
- Explain what each person or character is doing.
- Get students explaining what’s happening in each picture (event or situation). Then ask them to:  
talk and decide what could have happened first.  
choose what happened next.  
select the ending picture.
- Remind students that their stories must have at least 20 words, but avoid writing too much because it may lead them into making too many language mistakes.
- Get students writing one or two sentences about each picture. Then show them how to join them to transform this writing into a story.
- Advise students to use:  
the past tense (narrative)  
present continuous (describing what’s happening)
- Assessment of ability to communicate and link ideas in written English.

# Kidz A2 Practice Tests Ideas

## Speaking

### Part 1

**Interlocutor – Candidate**  
**Oral statements about examiner's picture**

**Identify six differences in candidate's picture from statements about examiner's picture.**

- The examiner will welcome the students using the following questions, so make sure they can respond to them orally / correctly.  
Hello!  
What's your name?  
What's your surname?  
How old are you?
- Tell students that the examiner will always show them what to do and how to do it, so they must pay attention to both what the examiner says and what he / she does.
- Do plenty of practice with describing and comparing pictures.
- Provide students with useful language for this part of the speaking test:  
In my picture, there is a...  
In your picture, there is a .....
- Do plenty of practice with identifying differences about:  
quantity / number  
colour  
position  
appearance  
activity  
shape  
size
- Assessment of understanding statements and explaining differences.

### Part 2

**Interlocutor – Candidate**  
**One set of facts and one set of question cues**

**Answer and ask questions about two people, objects or situations.**

- Do plenty of practice with making questions about people, places and objects in pictures.
- Do plenty of practice with question cueing – it helps students understand how questions are formed.
- Keep in mind that students must also be able to respond to questions about time, place, age, appearance, etc.
- Show students how to give short and correct answers – speaking too much is not necessary as long as the answers are complete.
- Do plenty of practice (oral –written) with question-word questions:  
Who  
What  
When  
Where  
How old  
How many  
How much



# Kidz A2 Practice Tests Ideas

- DO plenty of practice with YES / NO questions.
- Students must be able to understand when to give information and when to just say Yes / NO.
- Do plenty of practice with asking questions with two options:  
Is it cheap or expensive?  
Is he young or old?  
Is she reading or writing?
- Assessment of ability to respond to and form questions.

## Part 3

### Interlocutor – Candidate

### Describe pictures.

#### Picture sequence

- Do plenty of practice with telling stories using pictures; start with one picture, then use two, next use three, after that use four and finally use five pictures – go as fast as students let so.
- Do plenty of practice with describing pictures.
- Get students writing two or three sentences about each picture. Then show them how to join the ideas so that they can be transformed into a story.
- Remind students that the examiner will say the name of the story – it can be used to trigger ideas.
- Advise students to use the names of the characters:  
The examiner will say the names; and they sometimes appear next to / are near the pictures.
- Remind students about the importance of looking at all the pictures before they start telling their stories.
- Do plenty of practice with these structures:  
There is / are  
The present tense of the verbs **to be** and **have (got)**  
The modals can / can't and must / mustn't  
The present continuous of some action verbs like **come, go, buy, put on, carry, open, laugh, etc.**
- Do plenty of practice with describing feelings.
- Assessment of ability to describe things and events.

## Part 4

### Interlocutor – Candidate

### Answer personal questions.

#### Open-ended questions about candidate

- Do plenty of practice with answering personal questions on topics like:  
school  
holidays  
birthdays  
family and friends  
hobbies  
everyday life

## **Kidz A2 Practice Tests Ideas**

- Some examples of these questions are:  
What time do you get up on Sunday?  
What do you do on Sunday morning?
- Show students how to respond to these questions with one short phrase or two short sentences – it is not necessary that they speak too much as long as the answers are complete.
- Do plenty of practice with answering questions using:  
the present  
the past  
the present perfect  
going to
- Assessment of ability to understand and respond to personal questions.