

# Karen Saxby

Creative teaching material for young learners

## Test prep worksheet for **Starters**.

Look at the picture.

Listen and draw lines from the kite, the cow, the apple, the guitar, the pencil, the rug and the shoe to the right place in the picture.



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**Make sure learners understand that in the speaking test, the objects are on cards which they actually put on the picture in the right place. See sample test large pictures and choice of 8 object cards online. Here, they draw lines between the object and the right place (like they do between people's names and people in the picture (Listening Part 1)).**

## Speaking part 1 test preparation.

- Ask learners a few questions about the picture, e.g. *How many houses can you see? Is there a car on the road? A truck/lorry? What's in the box? Which animals can you see?*
- Explain what learners have to do. Make sure everyone has a copy of the picture and a pencil.
- Do an example in open class. Slowly and clearly say *Put the shoe under the chair.* Repeat the instruction. Check that learners have drawn their lines to the right place.
- Continue with the other instructions repeating each one.  
*Put the cow behind the truck/lorry.*  
*Put the apple between the two birds.*  
*Put the pencil in the box.*  
*Put the guitar on the elephant's head.*  
*Put the rug in front of the man with the balloons.*  
*Put the kite under the helicopter.*
- Check answers and congratulate learners.

## Listening and writing

- You might like to use the picture to practise the listening colouring part 4 too although, in the test, learners colour the same object that appears in different places. Give instructions slowly and clearly with a range of simple structures. Repeat both the object and the colour in this practice activity, e.g.  
*Can you see the truck/lorry? Colour it green please. That's right. Colour the truck now. Make it green.*  
*Now the sun. Find your orange pencil and colour the sun orange.*  
*Colour the box, please. Make the box blue. That's right. Colour it blue.*  
*There's an elephant here too! Colour the elephant's head. What colour? Let's colour it pink. Yes, pink.*  
*And colour the tree. Colour it yellow. I like yellow. Make the tree that colour. Great! Thank you.*
- Ask learners to label five different things or, accepting any right answers, to complete sentences about the picture, e.g.  
There are five ..... . You can't see the elephant's ..... .  
The old ..... is reading. The balloons are in the man's ..... .  
You can see the giraffe's ..... . One person is driving a ..... .