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Cambridge English Qualifications

# Pre A1 Starters

Three Practice Tests

Teacher's Guide

# Collins

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# Contents

<b>Introduction</b>	<b>4</b>
<hr/>	
<b>Guide to Cambridge English Qualifications Pre A1 Starters</b>	
<hr/>	
Listening	6
Reading & Writing	11
Speaking	17
 <b>Tips for students on test day</b>	 <b>23</b>
<hr/>	
<b>Vocabulary practice</b>	<b>24</b>
<hr/>	
<b>Key to tests</b>	
<hr/>	
<b>Test 1</b>	
Audio scripts for Listening	26
Answer key	29
Scripts for Speaking	30
<b>Test 2</b>	
Audio scripts for Listening	32
Answer key	35
Scripts for Speaking	36
<b>Test 3</b>	
Audio scripts for Listening	38
Answer key	41
Scripts for Speaking	42
 <b>Vocabulary list</b>	 <b>44</b>
<hr/>	

# Introduction

Welcome to the Teacher's Guide to the Collins practice tests book for *Cambridge English Qualifications Pre A1 Starters*.

This guide contains a comprehensive overview of each section of *Cambridge English Qualifications Pre A1 Starters* to help teachers and students to understand how the test works. It is also full of tips and ideas to help students to prepare for the test and contains the answer keys to the tests in this guide, scripts for the Speaking papers and audio scripts of the online recordings.

We hope you and your students enjoy preparing for *Cambridge English Qualifications Pre A1 Starters*. Good luck!

## Cambridge English Qualifications Young Learners tests

The *Cambridge English Qualifications Young Learners* tests are for learners of English between the ages of 7 and 12.

The tests are comprised of three levels: *Pre A1 Starters*, *A1 Movers* and *A2 Flyers*. These tests are designed to take learners from beginner level up to CEFR level A2.

There's no pass or fail in these tests – instead, every student gets a certificate with between one and five shields in each paper to show their level of achievement.

## What's in the Pre A1 Starters test?

*Pre A1 Starters* is the first level of the series and is aimed at students aged 7+. Instructions are simple and the content of the test consists only of the words and structures outlined in the *Pre A1 Starters* syllabus. The official vocabulary list for *Pre A1 Starters* is included at the back of this guide, and the full syllabus can be found in the *Cambridge English Qualifications Young Learner's Handbook for Teachers*.

The test has three papers:

Paper	Length	Number of parts	Number of items
Listening	approx. 20 minutes	4	20
Reading & Writing	20 minutes	5	25
Speaking	3–5 minutes	5	–

On pages 6–22, you will find further detailed information for each part of each paper, together with teaching tips and ideas to help you to prepare your students.

## How to use this guide and the practice tests

This guide has been designed to give you a thorough introduction to the *Cambridge English Qualifications Pre A1 Starters* test. The guide accompanies the Collins practice tests book for *Cambridge English Qualifications Pre A1 Starters* and includes for each of the three practice tests:

- audio scripts for Listening
- answer keys
- scripts for Speaking (also online, first without and then with student's responses).

The practice tests replicate the *Cambridge English Qualifications Pre A1 Starters* test in terms of layout and content.

This guide also includes tips for students on test day (see page 23) and vocabulary practice for you to do with your students (see page 24), so that they feel fully prepared and confident on test day.

Here are some suggestions as to how you can use the practice tests in your classroom:

- **Examine the structure of the papers**  
Help students to become familiar with the structure of each paper, so that they don't leave out a part by mistake.
- **Study the rubrics in each part**  
The rubrics used in the practice tests are identical to those used in the test papers – if students become familiar with the rubrics, then they won't misinterpret instructions on test day and lose marks.
- **Create the exam experience**  
You can get your students to do these practice tests under timed exam conditions so that they get used to this feeling and are not nervous on test day.
- **Revise grammar and vocabulary**  
The practice tests use a wide variety of grammatical structures and vocabulary from the *Pre A1 Starters* syllabus. While the course book that you're using is likely to deal with these language and topics separately, in these practice tests the students will find the language all mixed together as it will be in the test. The practice tests give you the opportunity to recycle and revise topic work that you have done in class in an authentic way.

# Guide to Cambridge English Qualifications Pre A1 Starters

## Listening

### Summary

Time: 20 minutes

Number of questions: 20

Part	Material	Skills	Desired outcome	Number of questions
1	Picture, names and dialogue	Listening for names and descriptions	Draw lines to match names to people in a picture	5
2	Illustrated comprehension questions and dialogue	Listening for numbers and spelling	Write numbers and names	5
3	Three-option multiple-choice pictures and dialogues	Listening for specific information	Tick boxes below correct pictures	5
4	Picture and dialogue	Listening for words, colours and prepositions	Follow instructions, then find and colour objects	5

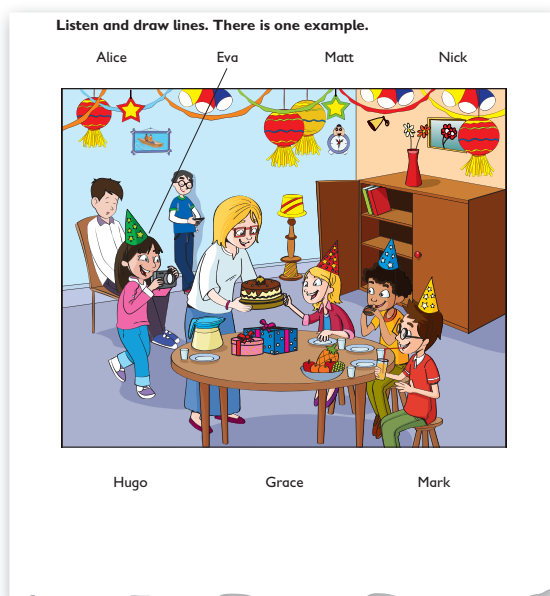
### General tips for students

- Listen carefully to the instructions.
- Remember that you will hear an example (or sometimes two examples) once at the start of each part.
- Stay calm – if you miss the answer to a question the first time you listen, you will get another chance to get it when you listen again.
- You don't have to spell the words perfectly if they are not spelt out for you in the recording.
- Make sure you know the vocabulary, grammar and structures in the *Pre A1 Starters* syllabus, including the expressions you will hear in the recordings, such as *Pardon? Sorry? Right.*

# Listening Part 1

Students look at a big picture showing people doing different things. There are seven names above and below the picture. Students listen to a dialogue between an adult and a child talking about the people in the picture. Students draw lines between the names and the correct people in the picture. There is one example.

This is what Part 1 looks like. In the test, there are five more extracts from the dialogue about the people in the picture.



This is what you hear ...

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

Girl: Here's a photo of my birthday party, Mr Black.  
Man: Oh yes! That's fantastic! Who's that? The girl with the camera?  
Girl: That's my friend, Eva. She loves taking photos.  
Man: So do I!

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

## Tips for students

- Look carefully at the picture before you listen to the dialogue. You will need to focus on the differences between similar people so try to think about what sort of language might be used to describe them before you listen.
- Be aware that the language of this part of the task will include descriptions of people's clothes and physical appearance, as well as what they are doing.
- Draw neat, straight lines so that your answers are clear.

## Tips for teachers

- Make sure that students are familiar with the names listed in the *Pre A1 Starters* vocabulary list at the back of this guide.
- Revise the present continuous tense, which students will hear in this part of the test.
- Provide lots of practice in describing pictures of people.
  - Ask students to work in pairs. Give a picture of a person to each student and ask them to take turns in describing what the person in their picture looks like and what they are doing. Then their partner should draw a picture of the person based on what they have heard. Compare the drawings to the original pictures.
  - Project one picture from the practice tests book up onto the whiteboard. Students then make up questions about the people, focusing on what they look like, what they're wearing and what they're doing. Write up the question stems below and get students to complete them.
- Highlight and check the understanding of the common expressions from this part:
  - *Can you see ...?*
  - *Who's that boy/girl/man/woman?*
  - *Is he the boy/girl/man/woman in the ...?*
  - *Is he/she wearing a ...?*
  - *Yes, that's him/her.*
  - *That's ...*
- Get students to practise drawing lines accurately and neatly. For example, ask students to come to the board in turn and draw a straight, neat line connecting two objects you have drawn. Vote for the neatest line!

## Listening Part 2

Students see a picture and listen to a dialogue between an adult and a child. There are five questions on the question paper. Students have to write a number or a name for each answer. If the answer is a name, it is spelt in the dialogue. If the answer is a number, students can write it as a figure or a word. There are two examples.

This is what Part 2 looks like. In the test there are five more questions.

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



**Examples**

What's the number of Lucy's house. .... 18

What's the boy's name? .... Tom

This is what you hear ...

**Part 2. Look at the picture. Listen and write a name or a number. There are two examples.**

Man: Hello, Lucy. Do you live here?  
Girl: Yes, I do.  
Man: Which is your house?  
Girl: Number 18.  
Man: The house with the blue door?  
Girl: Yes, that's right.

Man: Do you know that boy?  
Girl: Yes, that's Tom. He likes football a lot.  
Man: How do you spell Tom?  
Girl: T-O-M, Tom.  
Man: OK.

**Can you see the answers? Now you listen and write a name or a number.**

## Tips for students

- Make sure you know all the names on the *Pre A1 Starters* syllabus and how to spell them (*Alex, Ann, Anna, Ben, Bill, Jill, Mr White, Miss Green*, etc.).
- Remember that you only have to write names or numbers for the answers. The names you need to write will be spelt, and numbers can be written as a figure or a word.

## Tips for teachers

- Make sure students know numbers 1–20 by playing *Bingo!* (see page 25) counting games, guessing games and whispering games. For example, in small groups, whisper a number to the first student, who whispers it to the next, and so on. The last student in the group comes to the board, says the number aloud and writes the numeral on the board.
- Play spelling games and guessing games with words in the *Pre A1 Starters* vocabulary list at the back of this guide. For example, hold up flashcards and ask students to spell the word for the class as a class activity. Focus on the double letter form where possible, for example, *G-I-R-A-double F-E*.






## Listening Part 3

Students listen to five short dialogues between different pairs of people. For each dialogue there is one question and a row of three pictures A, B and C. Students have to tick (✓) the picture which gives the answer to the questions. There is one example.




This is what Part 3 looks like. In the test there are three more questions.

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


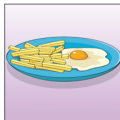
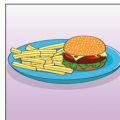
What's Kim wearing?

		
A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	C <input type="checkbox"/>

1 Where's Dad's camera?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

2 What does Tony like?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

This is what you hear ...

**Part 3. Look at the pictures. Now listen and look. There is one example.**

**What's Kim wearing?**

Girl: Do you like my new T-shirt?  
Woman: Yes, it's very nice.  
Girl: I like blue. It's my favourite colour.  
Woman: Me too.

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

## Tips for students

- Look carefully at each set of three pictures. You should describe them to yourselves silently first, and then decide what the differences are between them before you choose your answer.
- Listen to the whole dialogue first. Remember that you will hear each dialogue twice so you have plenty of time to think about your answer.

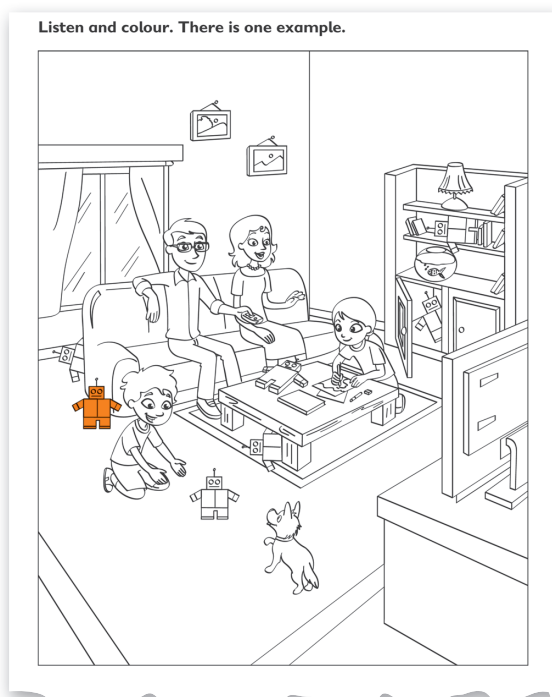
## Tips for teachers

- Make sure students know the words in the *Pre A1 Starters* vocabulary list at the back of this guide. Play vocabulary games to practise and revise the words, e.g. *Snap! Bingo! Memory chain* (see page 25).
- Practise describing pictures. Stick pictures on the board for students to describe as a class activity. Progress to pair work. Find three similar pictures and stick them on the board. Student A describes one of the pictures, while Student B has to say which picture is being described.

## Listening Part 4

Students see a big picture. Hidden in the picture are seven identical objects, e.g. seven books, or seven dolls. Students listen to a dialogue between an adult and a child about the picture. The adult tells the child to find six of the objects and to colour them. Students listen to the dialogue and colour five objects according to the instructions they hear. There is one example.

This is what Part 4 looks like. In the test there are five more objects to colour.



This is what you hear ...

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

- Man: Can you see the people in the living room? Let's colour the picture.  
Girl: OK.  
Man: Can you see the robot next to the sofa?  
Girl: Yes, it's on the floor.  
Man: That's right. Can you colour it orange?  
Girl: Yes, OK.

***Can you see the orange robot next to the sofa? This is an example. Now you listen and colour.***

## Tips for students

- Bring the full range of coloured crayons or pencils you will need for the test (black, blue, brown, green, grey, orange, pink, purple, red, yellow).
- Listen carefully for the preposition which will tell you where the object is and which colour to use. Remember that using the correct colour is more important than how neatly you colour the picture.

## Tips for teachers

- Make sure students know the colours in the *Pre A1 Starters* vocabulary list at the back of this guide. Play guessing games and spelling games. For example, spell a colour with dashes only \_ \_ \_ \_ \_ (*yellow*). The class may suggest ten letters only to find out the colour.
- Practise listening for instructions by playing *Colour dictation* (see page 25). Choose colours which aren't obvious for the objects in the picture, e.g. *Colour the man next to the girl green*, etc.

# Reading & Writing

## Summary

Time: 20 minutes

Number of questions: 25

Part	Material	Skills	Desired outcome	Number of questions
1	Words, pictures and sentences	Reading short sentences and recognising words	Add tick or cross to show if sentences are true or false	5
2	Picture and sentences	Reading sentences about a picture and writing one-word answers	Write <i>yes</i> or <i>no</i>	5
3	Pictures and sets of jumbled letters	Spelling single words	Write words	5
4	Gapped text, words and pictures	Reading a text and copying words	Choose and copy missing words	5
5	Story presented through three pictures and five questions	Reading questions about a picture story and writing one-word answers	Write one-word answers to questions	5

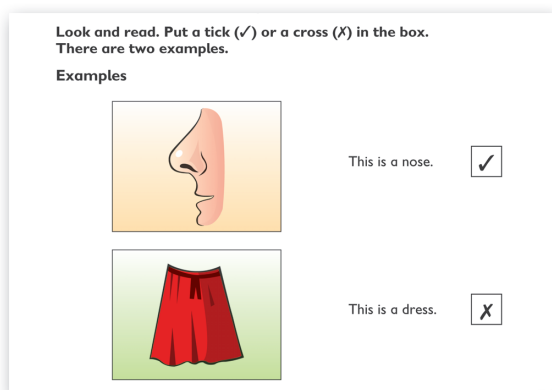
## General tips for students

- Write neatly and spell words correctly. Don't use joined-up writing as you could lose marks if your answers are unclear.
- Read the instructions carefully and write the correct amount of words for each question.
- Make sure you know the vocabulary, grammar and structures in the *Pre A1 Starters* syllabus.

# Reading & Writing Part 1

Students see five pictures of different objects and read a sentence about each one. The sentences begin *This is a ...* or *These are ...*. They add a tick (✓) if the sentence is true or a cross (X) if it is false. There are two examples.

This is what Part 1 looks like. In the test there are five more pictures and sentences.



## Tips for students

- Look at the pictures carefully before you decide your answer.
- Draw the ticks and crosses accurately and carefully so that they are clear for the examiner.

## Tips for teachers

- Use flashcards to practise the structures *This is a ...* and *These are ...*. Put students in groups. Give them a selection of flashcards face down in the middle of the group. Students take turns to pick up a card and describe it to the group saying *This is a ...* or *These are ...*. Vary the activity by introducing a true/false element to the game.
- Practise writing ticks and crosses accurately and neatly. Play ticks and crosses (a variation of noughts and crosses) as a board activity.

## Reading & Writing Part 2

Students look at a big picture and read five sentences about it. Some of the sentences are true and some of them are false. Students have to write *yes* if the sentence is true or *no* if it is false. There are two examples.

This is what Part 2 looks like. In the test there are five more sentences.

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



**Examples**

There is a monkey in the tree. .... *no* .....

The girl has got a bag. .... *yes* .....

### Tips for students

- You only need to write *yes* or *no* in your answer. Remember that if any part of the sentence is false the answer should be *no*.
- Focus on the components of the sentence (adjectives, nouns, verbs, prepositions, numbers, etc.) in order to decide if it's true or not.

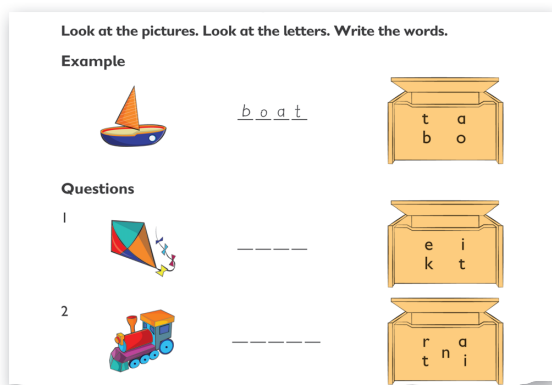
### Tips for teachers

- Practise describing pictures. Find a suitable picture and stick it on the board. Describe it using a mixture of true and false statements, e.g. *A man is standing next to a car. (true)*; *There is a hippo in the water. (false)*. Students decide if your statements are true or not and say *yes* or *no*. Repeat with different pictures. Students can also play this in pairs with photocopied pictures.
- Practise focusing on the components of a sentence, e.g. nouns, adjectives, verbs, numbers, etc. Write a sentence on the board, e.g. *The old man is sitting on a big sofa*. Rub out a word and ask the class to think of a substitute word, e.g. *The **young** man is sitting on a big sofa*. Continue with one word at a time, making sure the sentence is always grammatically correct, until the sentence is completely different.

## Reading & Writing Part 3

Students see five pictures and read a word anagram for each picture. There is a line of dashes next to the anagram which shows how many letters are in the word. Students have to rearrange the letters and write a letter on each dash in order to spell the word. There is one example.

This is what Part 3 looks like. In the test there are three more pictures and jumbled letters.



### Tips for students

- Count the letters in the anagram first. Then identify the first letter, before trying to spell the word.
- Cross out each letter in the anagram as you write it.

### Tips for teachers

- Practise and revise the vocabulary in the *Pre A1 Starters* vocabulary list at the back of this guide. For example, play *Bingo!* or other vocabulary games (see pages 24–25) to revise words in specific lexical groups.
- Play spelling games. For example, use flashcards to elicit a word. Then write the word anagram on the board, and below it the correct number of dashes for each letter. Ask students to come to the board in turn to write one letter at a time to complete it. Practise words with difficult spelling and double letters, e.g. *photo*, *giraffe*.

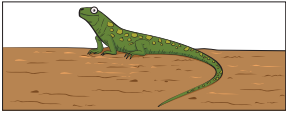
## Reading & Writing Part 4

Students see a picture and read a short text about it. There are five gaps in the text. Below the text students see eight small labelled pictures. Students must choose five words from the eight, and write them in the five gaps within the text. There is one example.

This is what Part 4 looks like.









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

**Lizards**



Lizards have got four .....<sup>legs</sup>....., a long (1) ..... and two (2) ..... Their babies come from (3) ..... Lizards like sitting in the (4) ..... on hot days. They can run and they can (5) ..... but they cannot fly.

**Example**

 legs	 tree	 eyes	 swim
 apples	 eggs	 sun	 tail

### Tips for students

- Read the text first and try and guess the missing words based on the general meaning of the text. After that, you should look for the word in the pictures below.
- Look for clues in the gapped text, e.g. *a, an, these, one, two* which will help you to decide if the word you need is singular, plural or begins with a vowel or a consonant.
- Remember that only one word is needed for each answer.

### Tips for teachers


- Play matching games with flashcards to practise matching words to pictures.
- Play a guessing game. For example, choose four or five nouns from one lexical group in the *Pre A1 Starters* vocabulary list at the back of this guide and write them on the board, e.g. *cat, bird, hippo, crocodile, horse*. Choose one and say a statement which describes it. Students identify the word or words that are excluded by the statement, e.g. *It's got four legs. (bird)*. Cross the word(s) off the list. Continue saying statements until students have guessed the word you have chosen, e.g. *It's got a long tail. (hippo)*; *it lives in water. (horse, cat)*. The answer is *crocodile*. Ask students to give you more statements that describe the crocodile, e.g. *It's got lots of teeth. It's got two eyes. It can swim. It can run.*

## Reading & Writing Part 5

Students look at a picture story. Each picture has one or two questions below it. There are three pictures and five questions in total. Students write one word for each answer. In some cases, one or two words are provided in the answer, but in all cases students only have to write one word. The word may be a noun, a verb or a number. There are two examples.

This is what Part 5 looks like. In the test there are five more questions.

Look at the pictures and read the questions. Write one-word answers. There are two examples.



**Examples**

How many monkeys are there? .....three.....

Where is the elephant? .....behind the .....tree.....

### Tips for students

- Take the time to focus on the *Wh-* question word so that you don't make a mistake when answering the question.
- Think carefully about your answer. Remember it is only one word and it could be a noun, a verb or a number.

### Tips for teachers

- Revise the difference in meaning between *Wh-* question words, e.g. *Who* (about a person); *Where* (about a place); *What* (about information); *How many* (about numbers). Put a picture on the board. Write a jumbled *Wh-* question next to it for the class to work out, e.g. *elephant/the/Where/is?* Continue with more examples (*Who*, *What*, *Where*, *How many*). Put another picture on the board for students to ask and answer questions in pairs.
- Play a clapping game to practise numbers 1–20. Hold up a number flashcard or say a number (8). Clap with the students the correct number of times (eight times), counting as you do so. Add variety by clapping faster or slower for different numbers.
- Play *Colour dictation* (see page 25) to practise colours.



# Speaking

## Summary

Time: approximately 4 minutes

Part	Material	Skills	Desired outcome
1	Scene picture and eight small object cards	Understanding and following some spoken instructions	Point to correct parts of the picture, following examiner's instructions Put object cards on the scene picture, following examiner's instructions
2	Scene picture	Understanding and answering spoken questions	Answer questions with short answers including a response to one <i>Tell me about ...</i> question
3	Three object cards	Understanding and answering spoken questions	Answer questions with short answers
4	None	Understanding and responding to personal questions	Answer questions with short answers

## General tips for students

- Say *Hello* at the beginning, say your name when asked, and say *Thank you* and *Goodbye* at the end.
- Listen carefully and pay attention to what the examiner asks you to do or say.
- Take plenty of time and to ask the examiner to repeat an instruction if you don't understand.
- Make sure you know the vocabulary, grammar and structures in the *Pre A1 Starters* syllabus.

## General tips for teachers

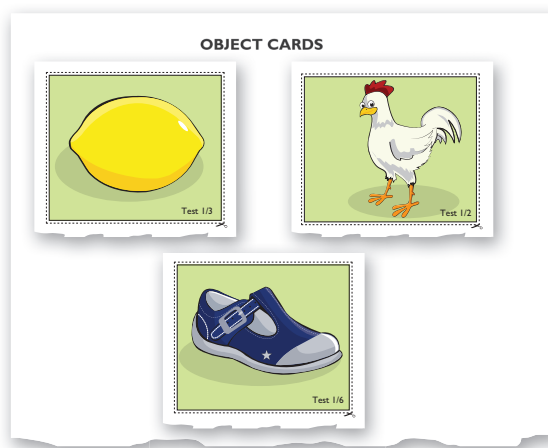
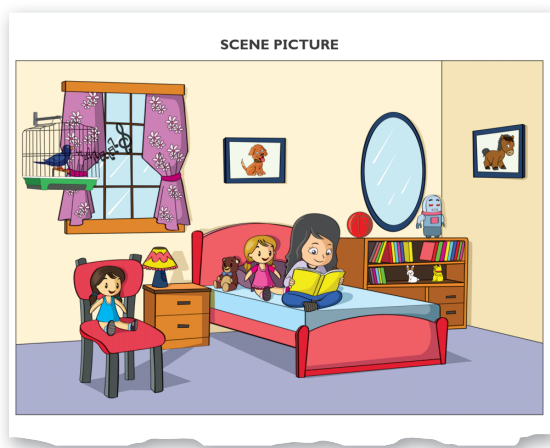
- Use the scripts for Speaking to help students to practise for this part of the test. The website provides recordings for each of the practice tests, first without student's responses so that students can practise giving their own responses, then with student's responses – sometimes, you might need to pause the track for longer, to give students time to respond. Then the recording is repeated with student's responses which can be used as a model.

# Speaking Part 1

The examiner greets the student and asks their name. The student says *Hello* and says their name. The student looks at a big scene picture. The examiner points to some things in the picture and asks the student to do the same. The student finds the objects in the picture and points to them, to show that they have understood. The student doesn't have to say anything.

The examiner shows the student some object cards. The examiner names an object and asks the student to point to it. The examiner then gives the student instructions and asks them to place three of the object cards in certain positions in the big scene picture. Students shouldn't worry if the instruction seems silly.

This is what Part 1 looks like.



The examiner might say:

*Look at this picture. This is a girl's bedroom. ...  
The girl is reading a book. Here's the girl. ...  
Where's the mirror? ...  
Where are the books? ...*

*Now look at these. Which is the chicken? ...  
I'm putting the chicken under the bed. ...  
Now you put the chicken between the ball and the robot. ...  
Which is the lemon? ... Put the lemon next to the lamp. ...  
Which is the shoe? ... Put the shoe behind the chair. ...*

## Tips for students

- Say *Hello* to the examiner at the beginning and *Thank you* and *Goodbye* at the end.
- Look closely at the picture and identify people, animals and objects and where they are.
- Pay attention to what the examiner says. He/She will show you what you have to do by pointing to an object in the picture. Follow the instructions and point to the objects. At this stage you don't have to say anything.
- When the examiner gives you an instruction, listen carefully for the prepositions so that you know where to place the object cards in the picture, e.g. *Put the shoe behind the chair*.

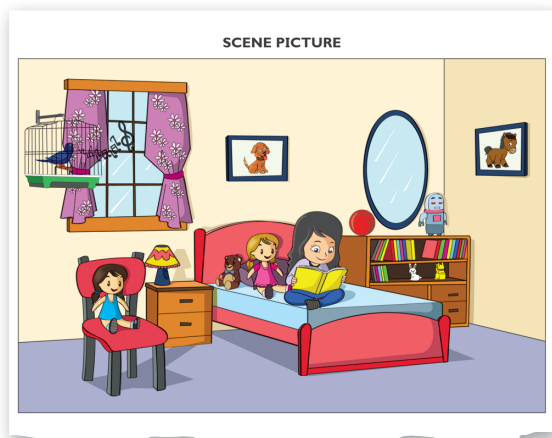
## Tips for teachers

- Provide plenty of practice on how to say *Sorry*, or *I don't understand*. For example, play *Secret whispers* to practise this structure (see page 24).
- Play games with flashcards to practise identifying people, animals and things in pictures. For example, hold up some flashcards and then put them in different places around the classroom. Ask a question, e.g. *Where are the flowers?* Students point to the correct flashcard and answer the question, e.g. *They're under the table*.

- Provide lots of practice of prepositions (*in, on, between, behind, next to, under, in front of*) and nouns. Bring a selection of objects to the lesson and put them in different places around the classroom. Ask *Where's the (orange)?* Encourage students to call out the answer using complete sentences and the correct preposition, e.g. *It's under the chair.*
- Play drawing dictation games using prepositions and vocabulary from the *Pre A1 Starters* vocabulary list at the back of this guide. This will provide practice of listening to instructions.

## Speaking Part 2

The examiner asks the student some questions about the big scene picture again, including one *Tell me about...* question. The student gives one-word answers apart from the *Tell me about...* question where they are expected to say a sentence.



The examiner might say:

*Now ... what's this? ...*

*What colour is it? ...*

*How many dolls are there? ...*

*What's the bird doing? ...*

*Tell me about the girl.*

### Tips for students

- Listen carefully to the *Wh-* question word so that you know how to answer the question correctly, e.g. *What, Where, How many ...*
- Remember that you only have to give one-word answers except for the *Tell me about...* question.

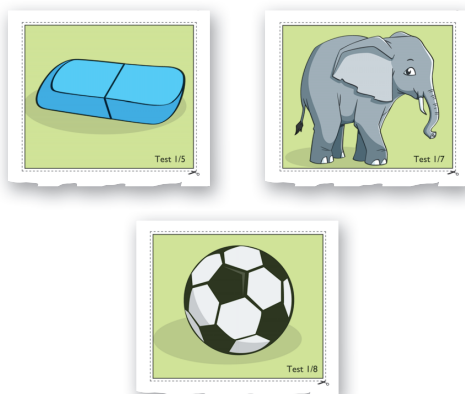
### Tips for teachers

- Make sure students know the difference in meaning between the different *Wh-* question words. Play vocabulary games to practise and revise the words in the *Pre A1 Starters* vocabulary list at the back of this guide.
- Revise asking and answering *Wh-* questions. For example, use flashcards to play guessing games. Hold up a flashcard but only show a part of it. Ask questions using a variety of forms, e.g. *What's this? What colour is the shirt?* and also the present continuous tense, e.g. *What's the girl doing? Where are the children playing?*

## Speaking Part 3

The examiner chooses three object cards and asks the student questions about each one. The first question is about the object and the next two questions are personal questions.

OBJECT CARDS



The examiner might say:

[points to the rubber card] *What's this? ...*  
*Have you got a rubber? ...*  
*What colour is it? ...*

[points to the elephant card] *What is this? ...*  
*Do you like elephants? ...*  
*What's your favourite animal? ...*

[points to the football card] *What's this? ...*  
*Do you play football? ...*  
*What sport do you play at school? ...*

### Tips for students

- Listen carefully to the examiner. The examiner will choose an object card and ask you a question about it, e.g. *What sport is this? (tennis)*. Then the examiner will then ask two personal questions related to this first question, e.g. *Can you play tennis? (Yes, I can.)*; *Do you like tennis? (no)*.
- Listen carefully to the question words in the questions so that you know how to answer, e.g. *How many brothers and sisters have you got? How old are you? Do you like animals?*, etc.

### Tips for teachers

- Give the students plenty of practice in identifying and describing the nouns in the *Pre A1 Starters* vocabulary list at the back of this guide. Use flashcards to play *What is it?* and other vocabulary games to revise and practise vocabulary (see pages 24–25).
- Practise asking and answering questions. For example, write some questions on the board, e.g. *What's your favourite food? How old is your friend? Can you play tennis? Do you like ice cream?* Ask a student to stand up and choose a question. They choose another student to ask the question to, who in turn stands up and answers it. Continue around the class.
- Do pair work. Write some suitable questions on separate pieces of paper and hand them out. Students shuffle them and place them face down on the table. They take turns to choose a piece of paper and ask and answer questions in pairs.

## Speaking Part 4

The examiner asks the student some questions about themselves, e.g. their age, family, school.

The examiner might say:

*Now ... how old are you? ...*

*How many brothers and sisters have you got? ...*

*Is your house big or small? ...*

*OK. Thank you ... Goodbye.*

### Tips for students

- Remember to say *Thank you* and *Goodbye* at the end.
- Be prepared to answer questions about yourself.

### Tips for teachers

- Remind students to say *Goodbye* and *Thank you* at the end. Students can practise this in pairs, small groups or as a class activity.
- Help students to prepare a list of personal information about themselves that they can prepare and revise. Help them to write the questions and answers that go with them. Students can practise asking and answering the questions in pairs.

Name: Helena	What's your name? I'm Helena.
Age: 8	How old are you? I'm eight.
Favourite animal: elephant	What's your favourite animal? An elephant.
Friend: Anna	What's your friend's name? Anna.
Can: ride a bike.	Can you ...? Yes, I can / No, I can't.
Like: mangoes, cats, football	Do you like ...? Yes, I do. / No, I don't.
Don't like: swimming, spiders	Do you like ...? Yes, I do. / No, I don't.

- Explain to the students that if they don't know the exact word they need in order to answer a question truthfully, they can invent the answer. Explain that, in the test, it's more important that they give a correct answer with a word they know, than make a mistake because they're trying to give a true answer.

# Tips for students on test day

## Before the test

- Bring pencils, a rubber and a pencil sharpener with you. Write answers in pencil so that you can easily correct any mistakes.
- Bring coloured crayons or pencils in the full range of colours you will need for the colouring exercise (black, blue, brown, green, orange, purple, red, pink, grey, yellow).
- Arrive in plenty of time for the test.

## During the test

- Don't be nervous. This test is designed to help you to show what you do know and not what you don't.
- Read all the instructions carefully, so that you know exactly what to do.
- Look at the pictures and the details in them carefully.
- Remember that in the Listening paper you will hear the dialogue twice. This will give you time to think about your answer.
- Think about each word carefully before you write it so that you spell it correctly.
- Check your answers carefully when you've finished.

# Vocabulary practice

At the back of this guide, you will find a list of all the vocabulary in the *Pre A1 Starters* syllabus. Use the topic-by-topic list with the games below to focus on particular areas of vocabulary that your students need practice in. Some topics regularly appear in specific parts of each paper (see pages 6–22 for advice on this), so you can use the games below to provide extra practice in these areas.

Some American equivalent words are included in the vocabulary list. Although the British variant will be used in texts, students may need to understand the American words in some of the other parts of the test.

The vocabulary list also includes the names that students will need to recognise at this level. Include them in activities throughout the course.

Make sure that students understand the words used in instructions that they will hear/see during the test by practising them in class. These are the words used most frequently:

Verbs			Nouns		
<i>choose</i>	<i>listen</i>	<i>see</i>	<i>answer</i>	<i>line</i>	<i>story</i>
<i>colour</i>	<i>look</i>	<i>tick</i>	<i>box</i>	<i>name</i>	<i>tick</i>
<i>draw</i>	<i>read</i>	<i>write</i>	<i>cross</i>	<i>number</i>	<i>word</i>
			<i>example</i>	<i>picture</i>	
			<i>letter</i>	<i>question</i>	

Make a set of flashcards for use in some of the vocabulary games below. Draw pictures, or stick pictures from magazines on same-size pieces of card, to represent nouns or actions. Make sets of cards for the different lexical sets that are in the *Pre A1 Starters* vocabulary list, e.g. animals, the body, clothes, family, food (see *Pre A1 Starters* vocabulary list at the back of this guide). Use the flashcards for vocabulary practice as follows:

- Hold up a flashcard for students to call out the word, e.g. *basketball*.
- Hold up a flashcard for students to build a sentence with, e.g. *I can't play basketball. I like basketball.*
- Use flashcards to prompt your students to answer questions, e.g. *What is it? (a basketball); Where is it? (under the chair); How many (basketballs) are there? (two); Is it a (basketball)? (no); Are these (basketballs)? (yes); Is that a basketball? (no).*

## Vocabulary games

### Mystery word

- Choose a group of words that you want to practise.
- Choose a flashcard. Then next to it, write the correct number of dashes for each letter of the word, e.g. \_ \_ \_ \_ \_ (*apple*).
- Students take turns to come to the board and write a letter. First they say the letter. If it's correct, they write it on one of the letter dashes. If it is incorrect, they write it in a circle next to the word and cross it out, so that no-one chooses that letter a second time.
- Continue until students have spelt the word correctly.

### Secret whispers

- Write a group of words on a piece of paper or display a group of flashcards on the table. Ask one student to silently choose a word and whisper it to the student next to him or her.
- Students continue whispering the word around the group. The last student stands up and says the word to the group to see if it's the same as the original word chosen by the first student.



### Anagram words

- Choose a flashcard. Write the jumbled letters of the word on the board. Then next to it, write the correct number of dashes for each letter.
- Point to the flashcard and elicit the word from the class.
- Students take turns to come to the board and write one letter at a time. Each time they choose a letter they must cross it out from the anagram.
- Continue until they have completed the word.

### Snap!

- Choose a set of flashcards. Put the flashcards in a pile on the table. Choose a word from the group and write it on the board.
- Take a card from the pile, keeping it turned towards you and hidden from the class. Quickly turn it around so that they can see it. If the word represented by the flashcard matches the word written on the board they must shout *Snap!* and then say the word correctly.

### Bingo!

- Choose a group of words you want to practise. Write the words on the board.
- Ask the students to draw a 3 x 3 grid on a piece of paper. In each of the squares, they write a different word from the list on the board.
- Call out words from the list on the board in turn. Keep a secret note of the words as you say them, so that you don't repeat them.
- Students cross out the words on their grid as they hear them. The first student to cross off a line of three shouts *Bingo!*

### Mime it!

- Write a group of action words on the board or display a group of flashcards on the table.
- Students take turns to come to the front of the class and mime one of the words on the board.
- When students call out the word correctly, cross out the word or turn over the flashcard. This can be played as a class activity or in teams.

### Yes or no?

- Hold up a flashcard and say a sentence using or not using the word.
- For example, hold up the apple card and say *I'm eating an apple*. Students call out *yes*. Hold up the football card and say *I'm playing tennis*. Students call out *no*.

### Colour dictation

- Photocopy a black and white line drawing of a scene which is suitable for the level, e.g. a park scene, or playground scene. Give a copy to each student in the class and keep a copy for yourself.
- Give colouring instructions, e.g. *Colour the duck blue. Colour the man next to the tree red*. Colour your own picture as you do so, making sure the students can't see what you're doing.
- When you've finished, pin your coloured picture to the board. Students compare their pictures with yours.

### Memory chain

- Say a sentence that ends with a word from a vocabulary group you want to practise, e.g. *I don't like pineapples ...*
- Choose a student to repeat the sentence and add a word, e.g. *I don't like pineapples and oranges ...* The next student repeats the sentence and adds another word, and so on.
- Continue until someone forgets a word in the chain or until you have practised all the words.

### What is it?

- Choose a selection of flashcards from different word groups and shuffle them.
- Take one, look at it and put it face down on the desk. Start describing it for the students to guess what it is, e.g. *It's a fruit. It's long. It's yellow*. Students call out the answer. *It's a banana!*
- Hand the cards out to the class. Students take turns to describe their flashcards for the class to guess.

# Key to tests

## Test 1: Audio scripts for Listening

### Listening Part 1

#### Track 01

*Practice tests for Cambridge English Qualifications Pre A1 Starters. Copyright HarperCollins Publishers 2018.*

*Hello. This is the Collins practice tests for Cambridge English Qualifications Pre A1 Starters Listening Test, Test 1.*

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

Girl: Here's a photo of my birthday party, Mr Black.  
Man: Oh yes! That's fantastic! Who's that? The girl with the camera?  
Girl: That's my friend, Eva. She loves taking photos.  
Man: So do I!

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

**1**

Girl: Can you see my mum?  
Man: Is she holding the cake?  
Girl: Yes, she is.  
Man: What's her name?  
Girl: Her name's Alice.  
Man: Oh, OK.

**2**

Man: Who's that boy with the yellow hat?  
Girl: The boy with the orange juice?  
Man: Yes, who's he?  
Girl: That's my friend Nick.

**3**

Man: And what's that boy's name? The boy on his phone.  
Girl: That's Matt. He's my brother.  
Man: Oh! He's got a nice phone.  
Girl: I know! It's new. He loves it!

**4**

Man: One person is sleeping.  
Girl: Yes! That's my dad!  
Man: What's his name?  
Girl: His name is Hugo.

**5**

Girl: And there's my friend, Mark. He's got a yellow T-shirt and a blue hat.  
Man: The one with a burger in his hand?  
Girl: Yes, that's him. He loves burgers!  
Man: Me too!

*Now listen to Part 1 again.  
[The recording is repeated.]*

*That is the end of Part 1.*

### Listening Part 2

#### Track 02

*Part 2. Look at the picture. Listen and write a name or a number. There are two examples.*

Man: Hello, Lucy. Do you live here?  
Girl: Yes, I do.  
Man: Which is your house?  
Girl: Number 18.  
Man: The house with the blue door?  
Girl: Yes, that's right.

Man: Do you know that boy?  
Girl: Yes, that's Tom. He likes football a lot.  
Man: How do you spell Tom?  
Girl: T-O-M, Tom.  
Man: OK.

*Can you see the answers? Now you listen and write a name or a number.*

**1**

Man: Where does Tom live?  
Girl: He lives at number 16.  
Man: Has he got any brothers and sisters?  
Girl: Yes, he's got one baby sister.

**2**

Man: And who's that girl?  
Girl: She's my sister.  
Man: What's her name?  
Girl: Her name's Pat.  
Man: Pat? How do you spell Pat?  
Girl: P-A-T.

### 3

Man: Is that your cat, Lucy?  
Girl: Yes, it is. He's an old cat.  
Man: How old is he?  
Girl: He's 12. That's old for a cat.  
Man: Yes, it is.

### 4

Man: What's his name?  
Girl: His name's Sam.  
Man: I like that name. Is that S-A-M?  
Girl: Yes, that's right.

### 5

Girl: We've got lots of cats.  
Man: Oh? How many cats have you got?  
Girl: Three. But Sam's my favourite cat.  
Man: Yes, he's a very nice cat.

**Now listen to Part 2 again.**  
[The recording is repeated.]

**That is the end of Part 2.**

## Listening Part 3

### Track 03

**Part 3. Look at the pictures. Now listen and look. There is one example.**

**What's Kim wearing?**

Girl: Do you like my new T-shirt?  
Woman: Yes, it's very nice.  
Girl: Blue is my favourite colour.  
Woman: Me too.

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

### 1

**Where's Dad's camera?**

Man: I can't find my camera.  
Woman: Is it on your desk?  
Man: No, I can't see it.  
Woman: I know. Is it on the bookcase?  
Man: No. Oh here it is. It's under the chair.

### 2

**What does Tom like?**

Woman: Do you like chicken and rice Tom?  
Boy: Hmm. I like chicken but I don't like rice.  
Woman: Oh, I see. Do you like burger and chips?  
Boy: Well, I like chips. But my favourite food for dinner is egg and chips.

### 3

**What's Jill drawing?**

Man: Hi, Jill. Are you drawing a picture?  
Girl: Yes, I'm drawing a picture of my cat.  
Man: Oh, it's very nice. What colour is your cat?  
Girl: He's brown and orange. I'm colouring it now.  
Man: Has he got a long tail?  
Girl: Yes, look!  
Man: What a beautiful cat!

### 4

**What sport does Bill play at school?**

Woman: Do you play hockey at school Bill?  
Boy: No. I can't play hockey.  
Woman: What sports do you play?  
Boy: We play basketball ... but my favourite sport is football. We play a lot of football too.

### 5

**Which is Sue's bike?**

Man: Hi, Sue. Is that your bike?  
Girl: The red bike in front of the house?  
Man: Yes, that's right.  
Girl: No, that's Jill's bike. My bike's pink.  
Man: Where is it?  
Girl: It's in the garden.

**Now listen to Part 3 again.**  
[The recording is repeated.]

**That is the end of Part 3.**

## Listening Part 4

### Track 04

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

Man: Can you see the people in the living room? Let's colour the picture.  
Girl: OK.  
Man: Can you see the robot next to the sofa?  
Girl: Yes, it's on the floor.  
Man: That's right. Can you colour it orange?  
Girl: Yes, OK.

**Can you see the orange robot next to the sofa? This is an example. Now you listen and colour.**

### 1

Man: OK. Now can you see the girl?  
Girl: Yes, she's drawing a picture.  
Man: That's right. There's a robot under the table.  
Girl: Um ... Oh, yes. There it is.  
Man: Good. Well, colour it red please.  
Girl: OK. I'm colouring it red now.

## 2

Man: There's a robot in the bookcase.  
Girl: Where?  
Man: It's under the lamp.  
Girl: Yes, I can see it now.  
Man: Can you colour it yellow?  
Girl: OK.

## 3

Man: Can you see the boy and the dog?  
Girl: Yes, they're playing on the floor.  
Man: And can you see the robot?  
Girl: Yes, it's between the boy and the dog.  
Man: That's right.  
Girl: Can I colour it brown?  
Man: Yes, OK. Colour it brown.

## 4

Man: Right. Now find the robot behind the sofa.  
Girl: Behind the sofa?  
Man: Yes.  
Girl: Umm ... Here it is.  
Man: Do you want to colour it pink?  
Girl: OK. Now it's pink.

## 5

Man: OK. Now there's a robot on the table. Can you see it?  
Girl: Yes, there it is.  
Man: That's right. Colour it grey please.  
Girl: Grey. OK.  
Man: That's very good.

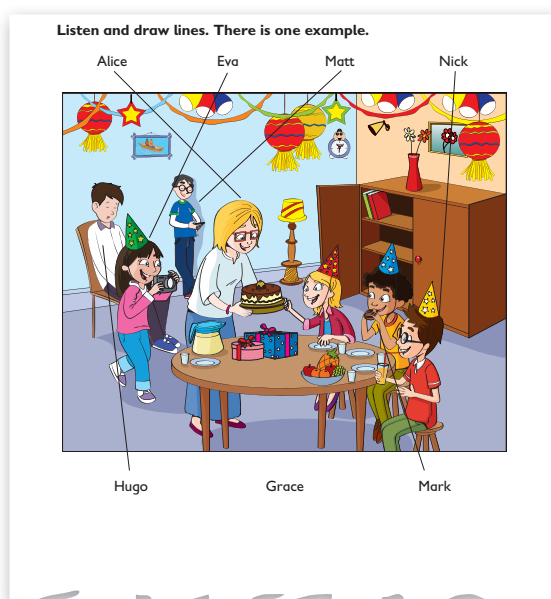
***Now listen to Part 4 again.***

[The recording is repeated.]

***That is the end of the Pre A1 Starters Listening Test, Test 1.***

# Test 1: Answer key

## Listening Part 1 (5 marks)



## Listening Part 2 (5 marks)

- |      |       |
|------|-------|
| 1 1  | 2 Pat |
| 3 12 | 4 Sam |
| 5 3  |       |

## Listening Part 3 (5 marks)

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

## Listening Part 4 (5 marks)

- 1 robot under the table = red
- 2 robot under the lamp = yellow
- 3 robot between the boy and the dog = brown
- 4 robot behind the sofa = pink
- 5 robot on the table = grey

## Reading & Writing Part 1 (5 marks)

- |     |     |
|-----|-----|
| 1 ✓ | 2 ✗ |
| 3 ✓ | 4 ✓ |
| 5 ✗ |     |

## Reading & Writing Part 2 (5 marks)

- |       |      |
|-------|------|
| 1 yes | 2 no |
| 3 yes | 4 no |
| 5 yes |      |

## Reading & Writing Part 3 (5 marks)

- |              |         |
|--------------|---------|
| 1 kite       | 2 train |
| 3 robot      | 4 lorry |
| 5 helicopter |         |

## Reading & Writing Part 4 (5 marks)

- |        |        |
|--------|--------|
| 1 tail | 2 eyes |
| 3 eggs | 4 sun  |
| 5 swim |        |

## Reading & Writing Part 5 (5 marks)

- |        |           |
|--------|-----------|
| 1 red  | 2 monkey  |
| 3 tree | 4 coconut |
| 5 man  |           |

# Test 1: Scripts for Speaking

## Speaking Parts 1–5

### Track 05

[This is the recording without student's responses. This recording includes pauses so that students can practise taking part in the Speaking Test. Sometimes, you might need to pause the track for longer, to give students time to respond.]

### Track 06

[This is the recording with student's responses.]

Part	To do	To say	Student's response (variations possible)	Back-up questions
1	[The usher brings the student in.]	[The usher to the examiner: <i>Hello. This is (student's name).</i> ]		
	Point to the scene picture.	<i>Hello (student's name). My name's (examiner's name).</i>	<i>Hello.</i>	
	Point to the girl in the scene picture.	<i>Look at this picture. This is a girl's bedroom. The girl is reading a book.</i>		
		<i>Here's the girl.</i>	Points to the items in the scene picture.	
		<i>Where's the mirror? Where are the books?</i>		<i>Is this a mirror? Are these books?</i>
	Point to the object cards.	<i>Now look at these. Which is the chicken?</i>	Points to the chicken card.	<i>Is this a chicken?</i>
		<i>I'm putting the chicken under the bed.</i>		
		<i>Now you put the chicken between the ball and the robot.</i>	Puts the chicken card in place.	<i>Where's the chicken? It's between the ball and the robot.</i>
		<i>Which is the lemon?</i>	Points to the lemon card.	<i>Is this a lemon?</i>
		<i>Put the lemon next to the lamp.</i>	Puts the lemon card in place.	<i>Where's the lemon? It's next to the lamp.</i>
		<i>Which is the shoe?</i>	Points to the shoe card.	<i>Is this a shoe?</i>
		<i>Put the shoe behind the chair.</i>	Puts the shoe card in place.	<i>Where's the shoe? It's behind the chair.</i>

Part	To do	To say	Student's response (variations possible)	Back-up questions
2	Remove the object cards and point to the doll on the bookcase in the scene picture.	<i>Now ... what's this?</i>	<i>A doll.</i>	<i>Is it a doll?</i>
		<i>What colour is it?</i>	<i>Pink.</i>	<i>Is it pink or blue?</i>
		<i>How many dolls are there?</i>	<i>Two.</i>	<i>Are there two or three?</i>
	Point to the bird. Point to the girl.	<i>What's the bird doing?</i> <i>Tell me about the girl.</i>	<i>Singing.</i> <i>She's reading a book.</i>	<i>Is it singing?</i> <i>What's she doing?</i>
3	Put the scene picture away and pick out three object cards.			
	Show the rubber card.	<i>What's this?</i> <i>Have you got a rubber?</i> <i>What colour is it?</i>	<i>A rubber.</i> <i>Yes./No.</i> <i>Blue./Red. etc.</i>	<i>Is it a rubber?</i> <i>Is it blue or red?</i> <i>Have you got a rubber?</i>
	Show the elephant card.	<i>What is this?</i> <i>Do you like elephants?</i> <i>What's your favourite animal?</i>	<i>An elephant.</i> <i>Yes./No.</i> <i>A tiger./A horse. etc.</i>	<i>Is it an elephant?</i>
	Show the football card.	<i>What's this?</i> <i>Do you play football?</i> <i>What sport do you play at school?</i>	<i>A football.</i> <i>Yes./No.</i> <i>Basketball. etc.</i>	<i>Is it a television?</i>
4	Put away all the object cards.	<i>Now ... how old are you?</i>	<i>Eight.</i>	<i>Are you eight, nine?</i>
		<i>How many brothers and sisters have you got?</i>	<i>Two sisters and one brother. etc.</i>	<i>Have you got a sister / a brother?</i>
		<i>Is your house big or small?</i>	<i>Small./Big.</i>	<i>Is your house big?</i>
		<i>OK. Thank you. Goodbye.</i>	<i>Goodbye.</i>	

## Test 2: Audio scripts for Listening

### Listening Part 1

#### Track 07

*Hello. This is the Collins practice tests for Cambridge English Qualifications Pre A1 Starters Listening Test, Test 2.*

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

Boy: Do you like this photo of my classroom, Grandma?  
Woman: Oh yes, I do. It's great! Who's that girl? She's walking into the classroom. She's got red hair.  
Boy: Oh, That's my friend Kim.  
Woman: She's got a lot of books!  
Boy: Yes, she has.

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

**1**

Boy: And there's my friend Anna.  
Woman: Where is she?  
Boy: She's writing some numbers on the board.  
Woman: Oh yes, I can see her.

**2**

Woman: What's your teacher's name?  
Boy: Mrs Lucy. She's very nice. I love her lessons! They're fun!  
Woman: Oh good! She's smiling in the photo.  
Boy: Yes, she's very happy!

**3**

Woman: And who's that boy? He's got brown hair and glasses.  
Boy: That's Tom.  
Woman: He knows the answer to the question!  
Boy: Yes, he does.

**4**

Woman: One girl isn't looking at the teacher. She's looking in her bag.  
Boy: That's Sue.  
Woman: I like her red bag.  
Boy: Me too! It's cool!

**5**

Boy: Can you see Bill?  
Woman: No, who's he?  
Boy: He's sitting next to Sue.  
Woman: Oh yes, I can see him. He's writing in his book.  
Boy: Yes, that's right.

*Now listen to Part 1 again.  
[The recording is repeated.]*

*That is the end of Part 1.*

### Listening Part 2

#### Track 08

*Part 2. Look the picture. Listen and write a name or a number. There are two examples.*

Woman: Hello, Alex. Do you know that girl?  
Boy: Yes, her name's Jill.  
Woman: How do you spell that?  
Boy: J-I-double L. Jill.  
Woman: Oh.

Woman: How old is Jill?  
Boy: Um. She's eight.  
Woman: Eight?  
Boy: Yes, that's right.

*Can you see the answers? Now you listen and write a name or a number.*

**1**

Woman: And how old are you, Alex? Are you eight?  
Boy: No, I'm seven.  
Woman: Sorry?  
Boy: I'm seven.

**2**

Woman: Do you know that woman? She's walking with her dog.  
Boy: That's my cousin. Her name's Grace.  
Woman: How do you spell that?  
Boy: G-R-A-C-E. Grace  
Woman: She looks nice.  
Boy: Yes, she is.

**3**

Woman: Do you like school?  
Boy: Yes. And I like my friends.  
Woman: How many friends have you got?  
Boy: Um ... six. I've got six friends.  
Woman: That's good.

**4**

Woman: Are those boys your friends?  
Boy: Yes, they're in my class.  
Woman: The boy with black hair. What's his name?  
Boy: His name's Ben. B-E-N. He's nice.  
Woman: I like that name.

**5**

Woman: How many children are in your class?  
Boy: Nineteen.  
Woman: That's a small class.  
Boy: Yes, it is.

*Now listen to Part 2 again.  
[The recording is repeated.]*

*That is the end of Part 2.*



## Listening Part 3

### Track 09

**Part 3. Look at the pictures. Now listen and look.**  
*There is one example.*

#### *Where's May?*

Woman: Where's May? It's time for dinner. Is she in the dining room?  
Man: No. I can't see her.  
Woman: Is she in the living room?  
Man: No. Oh, I know. She's in her bedroom. She's painting a picture.

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

**1**

#### *What's Nick doing?*

Woman: Where's Nick. Is he in the park?  
Boy: Yes, he's with his cousin Bill.  
Woman: Are they riding their bikes?  
Boy: No, his bike is in the garden.  
Woman: Is he playing table tennis?  
Boy: I know! He's playing baseball with Alex.

**2**

#### *Which animal does Sue like?*

Man: What animals do you like, Sue? Do you like horses?  
Girl: No, I don't.  
Man: Oh! Do you like giraffes?  
Girl: No, they're too big. I like tigers. They're beautiful.

**3**

#### *What's Matt wearing?*

Woman: It's hot today. Is Matt wearing jeans?  
Man: Yes, he's wearing jeans and a T-shirt.  
Woman: His white T-shirt?  
Man: Yes.  
Woman: OK.

**4**

#### *What's Pat having for dinner?*

Man: Would you like a burger for dinner, Pat?  
Girl: No, thanks. Can I have fish, please?  
Man: OK.  
Girl: ... and chips?  
Man: No, not chips. You can have potatoes and green beans.  
Girl: OK. Thanks, Dad.

**5**

#### *What colour is Grandma's jacket?*

Boy: Thanks for this cake, Grandma. Are you going now?  
Grandma: Yes, now where's my jacket?  
Boy: Is it green or brown?  
Grandma: It's blue.  
Boy: Oh, here it is.  
Grandma: Thanks, Tom. Bye bye.

#### **Now listen to Part 3 again.**

[The recording is repeated.]

**That is the end of Part 3.**

## Listening Part 4

### Track 10

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

Man: Can you see the playground? Would you like to colour the picture?  
Girl: Yes, please.  
Man: Can you see the lorry next to the tree?  
Girl: Yes.  
Man: Can you colour it red?  
Girl: Yes, OK.

**Can you see the red lorry next to the tree? This is an example. Now you listen and colour.**

**1**

Man: OK. Now can you see the boy and the girl?  
Girl: Yes, the boy has got a helicopter.  
Man: That's right. There's a lorry between the boy and the girl.  
Girl: Yes, there it is.  
Man: Can you colour it blue?  
Girl: OK.

**2**

Man: There's a lorry behind the boy.  
Girl: Which boy?  
Man: He's catching a ball.  
Girl: Oh, yes. I can see him.  
Man: Can you colour it orange?  
Girl: Yes, OK.

**3**

Girl: What now?  
Man: Can you see the two girls?  
Girl: Yes, they're jumping.  
Man: And can you see the lorry?  
Girl: Yes, it's in front of that girl. Can I colour it purple?  
Man: Yes, OK. Colour it purple.

#### 4

Man: OK. Now there's a lorry in the girl's bag. Can you see it?  
Girl: I can see the girl. She's sitting under a tree.  
Man: That's right. And the bag is next to her.  
Girl: Oh yes. There it is.  
Man: Can you see the lorry in the girl's bag?  
Girl: Yes. Can I colour it?  
Man: Yes, colour it yellow.  
Girl: OK.

#### 5

Man: Right. Now find the lorry on the wall.  
Girl: On the wall?  
Man: Yes.  
Girl: Here it is.  
Man: Can you colour it pink?  
Girl: OK. I'm colouring it pink.  
Man: Well done.

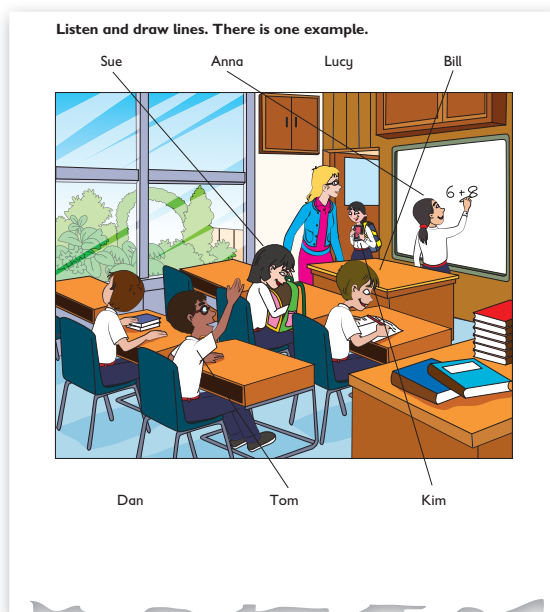
***Now listen to Part 4 again.***

[The recording is repeated.]

***That is the end of the Pre A1 Starters Listening Test, Test 2.***

## Test 2: Answer key

### Listening Part 1 (5 marks)



### Listening Part 2 (5 marks)

- |      |         |
|------|---------|
| 1 7  | 2 Grace |
| 3 6  | 4 Ben   |
| 5 19 |         |

### Listening Part 3 (5 marks)

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

### Listening Part 4 (5 marks)

- 1 lorry between the boy and the girl = blue
- 2 lorry behind the boy = orange
- 3 lorry in front of the girl = purple
- 4 lorry in the girl's bag = yellow
- 5 lorry on the wall = pink

### Reading & Writing Part 1 (5 marks)

- |     |     |
|-----|-----|
| 1 X | 2 ✓ |
| 3 ✓ | 4 X |
| 5 ✓ |     |

### Reading & Writing Part 2 (5 marks)

- |       |       |
|-------|-------|
| 1 no  | 2 yes |
| 3 yes | 4 no  |
| 5 no  |       |

### Reading & Writing Part 3 (5 marks)

- |             |          |
|-------------|----------|
| 1 lime      | 2 onion  |
| 3 juice     | 4 orange |
| 5 pineapple |          |

### Reading & Writing Part 4 (5 marks)

- |         |           |
|---------|-----------|
| 1 green | 2 garden  |
| 3 house | 4 spiders |
| 5 girls |           |

### Reading & Writing Part 5 (5 marks)

- |          |         |
|----------|---------|
| 1 woman  | 2 man   |
| 3 banana | 4 black |
| 5 apple  |         |

## Test 2: Scripts for Speaking

### Speaking Parts 1–5

#### Track 11

[This is the recording without student's responses. This recording includes pauses so that students can practise taking part in the Speaking Test. Sometimes, you might need to pause the track for longer, to give students time to respond.]

#### Track 12

[This is the recording with student's responses.]

Part	To do	To say	Student's response (variations possible)	Back-up questions
1	[The usher brings the student in.]	[The usher to the examiner: <i>Hello. This is (student's name).</i> ]		
		<i>Hello (student's name). My name's (examiner's name).</i>	<i>Hello.</i>	
	Point to the scene picture.	<i>Look at this picture. There are some animals. The man is carrying some carrots.</i>		
	Point to the man in the scene picture.	<i>Here's the man. Where's the sheep? Where are the ducks?</i>	Points to the items in the scene picture.	<i>Is this a sheep? Are these ducks?</i>
	Point to the object cards.	<i>Now look at these. Which is the shell?</i>	Points to the shell card.	<i>Is this a shell?</i>
		<i>I'm putting the shell on the cow.</i>		
		<i>Now you put the shell next to the dog.</i>	Puts the shell card in place.	<i>Where's the shell? It's next to the dog.</i>
		<i>Which is the guitar?</i>	Points to the guitar card.	<i>Is this a guitar?</i>
		<i>Put the guitar between the cow and the sheep.</i>	Puts the guitar card in place.	<i>Where's the guitar? It's between the cow and the sheep.</i>
		<i>Which is the motorbike?</i>	Points to the motorbike card.	<i>Is this a motorbike?</i>
		<i>Put the motorbike behind the young boy.</i>	Puts the motorbike card in place.	<i>Where's the motorbike? It's behind the boy.</i>

Part	To do	To say	Student's response (variations possible)	Back-up questions
2	Remove the object cards and point to the bike in the scene picture.	<i>Now ... what's this?</i>	<i>A bike.</i>	<i>Is it a bike?</i>
		<i>What colour is it?</i>	<i>Orange.</i>	<i>Is it orange or brown?</i>
		<i>How many bikes are there?</i>	<i>One.</i>	<i>Is there one or two?</i>
	Point to the goat.	<i>What's the goat doing?</i>	<i>Eating.</i>	<i>Is he eating?</i>
	Point to the dog.	<i>Tell me about the dog.</i>	<i>It's sleeping.</i>	<i>What's it doing?</i>
3	Put the scene picture away and pick out three object cards.			
	Show the mango card.	<i>What's this?</i>	<i>A mango.</i>	<i>Is it a mango?</i>
		<i>Do you like mangoes?</i>	<i>Yes./No.</i>	<i>Do you like mangoes?</i>
		<i>What's your favourite fruit?</i>	<i>Bananas./Apples. etc.</i>	
	Show the socks card.	<i>What are these?</i>	<i>Socks</i>	<i>Are they socks?</i>
		<i>Are you wearing socks?</i>	<i>Yes./No.</i>	
		<i>What colour are your socks?</i>	<i>White./Blue. etc.</i>	
	Show the television card.	<i>What's this?</i>	<i>A television.</i>	<i>Is it a television?</i>
		<i>Have you got a television?</i>	<i>Yes./No.</i>	
		<i>Do you like watching television?</i>	<i>Yes./No.</i>	
4	Put away all the object cards.	<i>Now ... how old are you?</i>	<i>Nine.</i>	<i>Are you eight, nine?</i>
		<i>Is your grandpa old or young?</i>	<i>Old.</i>	<i>Is your grandpa old?</i>
		<i>What colour are your eyes?</i>	<i>Brown./Blue./Green./Grey.</i>	<i>Are your eyes blue?</i>
		<i>Do you like badminton or basketball?</i>	<i>Badminton./Basketball.</i>	<i>Do you like badminton?</i>
		<i>OK. Thank you. Goodbye.</i>	<i>Goodbye.</i>	

## Test 3: Audio scripts for Listening

### Listening Part 1

#### Track 13

*Hello. This is the Collins practice tests for Cambridge English Qualifications Pre A1 Starters Listening Test, Test 3.*

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

Boy: Look at this photo of my family and friends at the park, Mrs Grey.  
Woman: Oh, yes! That's fun! Who's that boy under the tree?  
Boy: That's my friend, Ben. He loves ice cream!  
Woman: Me too!

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

**1**

Boy: And there's my friend Sam.  
Woman: Where is he?  
Boy: He's kicking the football.  
Woman: Oh yes, I can see him.

**2**

Woman: One girl is riding a bike. Who's she?  
Boy: That's my friend, Ann. It's a new bike.  
Woman: Fantastic!  
Boy: Yes, it is!

**3**

Woman: That's a nice picture of a flower.  
Boy: Oh yes! My sister May is drawing the picture.  
Woman: Does she like drawing?  
Boy: Yes, she loves it! She likes painting too!

**4**

Boy: My brother Alex is in the photo too.  
Woman: Where's he?  
Boy: He's sitting next to May. He's eating some watermelon.  
Woman: Oh yes, I can see him.

**5**

Boy: Can you see my dad, Mark?  
Woman: Is he playing the guitar?  
Boy: Yes, that's right.  
Woman: Yes, I can see him. What a fun day!

*Now listen to Part One again.*

*[The recording is repeated from here.]*

*That is the end of Part One.*

### Listening Part 2

#### Track 14

*Part 2. Look the picture. Listen and write a name or a number. There are two examples.*

Man: Hello, May. How old are you?  
Girl: I'm seven.  
Man: Seven?  
Girl: Yes, that's right.

Man: Do you know these people?  
Girl: Yes, that's my grandma.  
Man: Your grandma?  
Girl: Yes. Her name is Anna.  
Man: How do you spell that?  
Girl: A-double N-A.

*Can you see the answers? Now you listen and write a name or a number.*

**1**

Man: And who are the children?  
Girl: They're my cousins.  
Man: What's the boy's name?  
Girl: His name's Nick. He's eight.  
Man: Seven?  
Girl: No, he's eight.

**2**

Man: And the girl? What's her name?  
Girl: Her name's Kim.  
Man: How do you spell that?  
Girl: K-I-M.  
Man: That's a nice name.

**3**

Man: Is Kim eight years old?  
Girl: No, she's nine.  
Man: Nine?  
Girl: Yes, that's right.

**4**

Man: What are they making?  
Girl: They're making a cake. Look, Nick is putting in an egg.  
Man: Oh, yes. How many eggs are there in the box?  
Girl: Um ... four.

## 5

Man: Is it a birthday cake?  
Girl: Yes! It's for Grandpa. It's his birthday today.  
Man: That's great. How old is he?  
Girl: I don't know, but he's very old.  
Man: What's his name?  
Girl: His name's Tom. That's T-O-M.

**Now listen to Part 2 again.**  
[The recording is repeated.]

**That is the end of Part 2.**

## Listening Part 3

### Track 15

**Part 3. Look at the pictures. Now listen and look. There is one example. What's Lucy eating?**

Boy: Hi, Lucy. Are you eating some fruit?  
Girl: Yes, it's lovely.  
Boy: What is it? Is it a pineapple or a watermelon?  
Girl: No. I don't like pineapple. It's a mango. I love mangoes.  
Boy: So do I!

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

## 1

**Which is Bill's house?**

Woman: Have you got a big house, Bill?  
Boy: Yes, it's big.  
Woman: How many bedrooms has it got?  
Boy: It's got three bedrooms.  
Woman: Has it got a garden?  
Boy: Yes, it's got a garden with two small trees.  
Woman: What colour is the door?  
Boy: Um. Green.

## 2

**How is Sue getting to school today?**

Man: Is Sue riding her bike to school today, Anna?  
Girl: No, it's raining.  
Man: Oh, dear. Is she getting the bus?  
Girl: No. Her mum is driving her in the car.  
Man: That's a good idea.

## 3

**What can Ben see?**

Woman: What are you looking at, Ben?  
Ben: I'm looking at the sea. I can see a boat.  
Woman: A boat? Is there a man in it?  
Ben: Yes, there are two men in it. It's going very fast.  
Woman: Great.

## 4

**What colour are Ann's eyes?**

Woman: What colour are Ann's eyes?  
Man: They're brown.  
Woman: No, her hair is brown. Are her eyes blue?  
Man: Um ... No ... I know! They're green.  
Woman: Yes, you're right.

## 5

**What sport is Mark playing?**

Man: Is Mark in the baseball team?  
Girl: No, he can't throw the ball. He's in the football team.  
Man: Oh. Is he playing football today?  
Girl: No, he's playing tennis today. He's very good.

**Now listen to Part 3 again.**  
[The recording is repeated.]

**That is the end of Part 3.**

## Listening Part 4

### Track 16

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

Woman: Would you like to colour the picture?  
Boy: Yes, please.  
Woman: Can you see the boy on the floor?  
Boy: Yes.  
Woman: There's a shell behind him. Can you colour it blue?  
Boy: Yes, OK.

**Can you see the shell behind the boy? This is an example. Now you listen and colour.**

## 1

Woman: OK. Now can you see the shell under the bed?  
Boy: Yes, it's next to some shoes.  
Woman: That's right. Can you colour it red?  
Boy: Yes, OK. I'm colouring it now.  
Woman: Well done.

## 2

Woman: Now, there's a shell between the robot and the boat. Can you see it?  
Boy: No, where is it?  
Woman: It's on the floor between the robot and the boat.  
Boy: Oh, yes. There it is.  
Woman: Can you colour it yellow?  
Boy: OK.

### 3

Woman: Can you see the toy box?  
Boy: Yes, there are a lot of toys in it. I like the crocodile.  
Woman: And there's a shell. Can you see it?  
Boy: Yes, I can.  
Woman: OK. Colour it green, please.  
Boy: OK. I'm colouring it green now.

### 4

Boy: What now?  
Woman: Right. Now find the shell on the bed.  
Boy: On the bed?  
Woman: Yes.  
Boy: Oh, yes. Here it is.  
Woman: Can you colour it brown?  
Boy: OK. It's brown now.

### 5

Woman: OK. Can you see the bookcase?  
Boy: Yes, and I can see the girl. She's trying to get the train.  
Woman: That's right. Can you see the shell? It's next to the tiger.  
Boy: Oh yes. There it is.  
Woman: Can you colour it purple?  
Boy: OK.  
Woman: Well done. That's very good.

**Now listen to Part 4 again.**

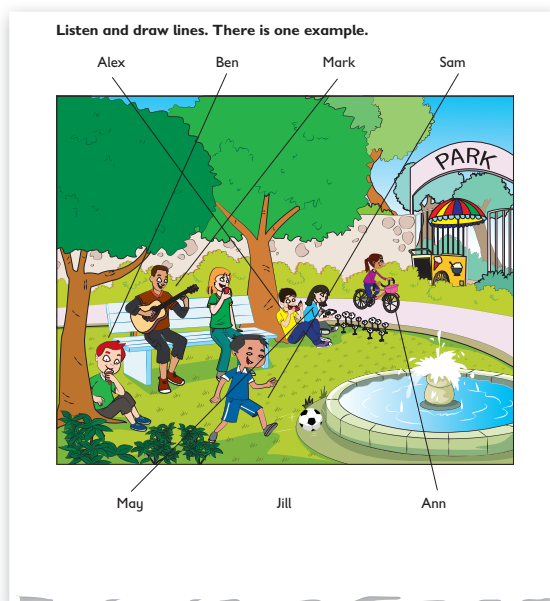
[The recording is repeated.]

**That is the end of the Pre A1 Starters Listening Test, Test 3.**



## Test 3: Answer key

### Listening Part 1 (5 marks)



### Listening Part 2 (5 marks)

- |       |       |
|-------|-------|
| 1 8   | 2 Kim |
| 3 9   | 4 4   |
| 5 Tom |       |

### Listening Part 3 (5 marks)

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

### Listening Part 4 (5 marks)

- 1 shell under bed = red
- 2 shell between robot and boat = yellow
- 3 shell in toy box = green
- 4 shell on bed = brown
- 5 shell next to tiger = purple

### Reading & Writing Part 1 (5 marks)

- |     |     |
|-----|-----|
| 1 ✓ | 2 ✓ |
| 3 X | 4 ✓ |
| 5 X |     |

### Reading & Writing Part 2 (5 marks)

- |       |       |
|-------|-------|
| 1 yes | 2 no  |
| 3 yes | 4 yes |
| 5 no  |       |

### Reading & Writing Part 3 (5 marks)

- |            |            |
|------------|------------|
| 1 desk     | 2 ruler    |
| 3 rubber   | 4 computer |
| 5 cupboard |            |

### Reading & Writing Part 4 (5 marks)

- |            |           |
|------------|-----------|
| 1 mouth    | 2 ball    |
| 3 legs     | 4 bedroom |
| 5 children |           |

### Reading & Writing Part 5 (5 marks)

- |          |            |
|----------|------------|
| 1 four   | 2 painting |
| 3 spider | 4 fish     |
| 5 girl   |            |

## Test 3: Scripts for Speaking

### Speaking Parts 1–5

#### Track 17

[This is the recording without student's responses. This recording includes pauses so that students can practise taking part in the Speaking Test. Sometimes, you might need to pause the track for longer, to give students time to respond.]

#### Track 18

[This is the recording with student's responses.]

Part	To do	To say	Student's response (variations possible)	Back-up questions
1	[The usher brings the student in.]	[The usher to the examiner: <i>Hello. This is (student's name).</i> ]		
		<i>Hello (student's name). My name's (examiner's name).</i>	<i>Hello.</i>	
	Point to the scene picture.	<i>Look at this picture. This is a hall in a house. The door of the kitchen is open.</i>		
	Point to the dog in the scene picture.	<i>Here's the dog. Where's the hat? Where are the flowers?</i>	Points to the items in the scene picture.	<i>Is this a hat? Are these flowers?</i>
	Point to the object cards.	<i>Now look at these. Which is the onion?</i>	Points to the onion card.	<i>Is this the onion?</i>
		<i>I'm putting the onion under the mirror.</i>		
		<i>Now you put the onion next to the flowers.</i>	Puts the onion card in place.	<i>Where's the onion? It's next to the flowers.</i>
		<i>Which is the bus?</i>	Points to the bus card.	<i>Is this the bus?</i>
		<i>Put the bus between the hat and the jacket.</i>	Puts the bus card in place.	<i>Where's the bus? It's between the hat and the jacket.</i>
		<i>Which is the photo?</i>	Points to the photo card.	<i>Is this the photo?</i>
		<i>Put the photo on the table.</i>	Puts the photo card in place.	<i>Where's the photo? It's on the table.</i>

Part	To do	To say	Student's response (variations possible)	Back-up questions
2	Remove the object cards and point to the brown jacket in the scene picture.	<i>Now ... what's this?</i> <i>What colour is it?</i>  <i>How many jackets are there?</i>	<i>A dog.</i> <i>Brown.</i>  <i>Two.</i>	<i>Is it a bike?</i> <i>Is it brown or black?</i>  <i>Is there one or two?</i>
	Point to the dog. Point to the shoes.	<i>What's the dog doing?</i> <i>Tell me about the shoes.</i>	<i>Sleeping.</i> <i>They're under the table.</i>	<i>Is he sleeping?</i> <i>Where are they?</i>
3	Put the scene picture away and pick out three object cards.			
	Show the glasses card.	<i>What are these?</i> <i>Do you wear glasses?</i> <i>Does your dad wear glasses?</i>	<i>Glasses.</i> <i>Yes./No.</i> <i>Yes./No.</i>	<i>Are they glasses?</i>
	Show the game card.	<i>What is this?</i> <i>Do you like playing games?</i> <i>Who do you play games with?</i>	<i>A game.</i> <i>Yes./No.</i> <i>My brother./My friend. etc.</i>	<i>Is it a game?</i>
	Show the pencil card.	<i>What's this?</i> <i>Have you got a pencil?</i> <i>What colour is your pencil?</i>	<i>A pencil.</i> <i>Yes./No.</i> <i>Blue./Red. etc.</i>	<i>Is it a pencil?</i>
4	Put away all the object cards.	<i>Now ... can you play tennis?</i>	<i>Yes./No.</i>	<i>Can you play tennis?</i>
		<i>What's your favourite food?</i>	<i>Chips./Ice cream. etc.</i>	<i>Is your favourite food ice cream?</i>
		<i>How do you go to school?</i>	<i>Bus./Car./Walk. etc.</i>	<i>Do you walk to school?</i>
		<i>OK. Thank you. Goodbye.</i>	<i>Goodbye.</i>	

# Vocabulary list

Below is the official vocabulary list for *Cambridge English Qualifications Pre A1 Starters*. The words and phrases have been arranged thematically. Some words appear in more than one theme.

Key	(n) noun	(pl) plural noun	(s) singular noun	(v) verb
<b>Animals</b>	animal bear bee bird cat chicken cow crocodile	dog donkey duck elephant fish (s & pl) frog giraffe goat	hippo horse jellyfish lizard monkey mouse/mice pet polar bear	sheep (s & pl) snake spider tail tiger zebra zoo
<b>The body &amp; face</b>	arm body ear eye	face foot/feet hair hand	head leg mouth	nose smile
<b>Clothes</b>	bag baseball cap boots clothes dress	glasses handbag hat jacket jeans	shirt shoe shorts skirt sock	trousers T-shirt watch wear
<b>Colours</b>	black blue brown	green grey (or gray) orange	pink purple red	white yellow
<b>Family &amp; friends</b>	baby boy brother child/children cousin dad family father friend	girl grandfather grandma grandmother grandpa kid live man/men Miss	mother Mr Mrs mum (US mom) old person/people sister their	them they us we woman/women you young your
<b>Food &amp; drink</b>	apple banana bean bread breakfast burger cake carrot chicken chips (US fries) coconut	dinner drink (n & v) eat egg fish food fries (UK chips) fruit grape ice cream juice	kiwi lemon lemonade lime lunch mango meat meatballs milk onion orange	pea pear pie pineapple potato rice sausage tomato water watermelon

<b>The home</b>	apartment armchair bath bathroom bed bedroom bookcase box camera chair clock	computer cupboard desk dining room doll door flat floor flower garden hall	house kitchen lamp living room mat mirror painting phone picture poster radio	room rug sleep sofa table television/TV toy tree wall window
<b>Numbers</b>	1–20			
<b>Places &amp; directions</b>	behind between here in	in front of next to on park	shop (US store) store (UK shop) street there	under zoo
<b>School</b>	alphabet answer ask board book bookcase class classmates classroom close colour computer correct count crayons cross	cupboard desk door draw(ing) English eraser example find floor know learn lesson letter (as in alphabet) line listen (to) look	name number open page painting paper part pen pencil picture playground question read right (as in correct) rubber ruler	school sentence spell stand (up) story teacher tell tick ( <i>n &amp; v</i> ) understand wall window word write
<b>Sports &amp; leisure</b>	badminton ball baseball basketball bat beach bike boat book bounce camera catch doll draw(ing) drive ( <i>v</i> )	enjoy favourite fish(ing) fly football (US soccer) fun game guitar hit hobby hockey jump kick ( <i>v</i> ) kite listen (to)	paint(ing) paper photo piano picture play (with) radio read ride ( <i>v</i> ) run sing skateboard skateboarding soccer (UK football) song	sport story table tennis tablet television/TV tennis tennis racket throw toy TV/television watch
<b>Time</b>	afternoon birthday clock	day end evening	morning night	today watch

<b>Toys</b>	ball baseball basketball bike board game car	doll football game helicopter kite lorry (US truck)	monster plane robot skateboard skateboarding teddy (bear)	toy train truck (UK lorry)
<b>Transport</b>	bike boat bus car drive (v)	fly (v) go helicopter lorry (US truck) motorbike	plane ride (v) run ship swim	train truck (UK lorry) walk
<b>Weather</b>	sun			
<b>Work</b>	teacher			
<b>The world around us</b>	beach sand	sea shell	street sun	tree water
<b>Useful words &amp; expressions</b>	bye cool fantastic fun go to bed go to sleep goodbye	hello hi hooray I don't know no oh dear on	OK pardon please right so sorry thank you	thanks then well well done wow yes
<b>Adjectives</b>	angry beautiful big clean closed cool correct dirty double	English fantastic favourite funny good great happy her his	its long my new nice old our right (correct) sad	scary short silly small sorry their ugly young your
<b>Determiners</b>	a/an a lot of lots of many	my no one	some that the	these this those
<b>Adverbs</b>	a lot again here	lots not now	then there today	too very
<b>Prepositions</b>	about at behind between	for from in in front of	like next to of on	to under with
<b>Conjunctions</b>	and but or			
<b>Pronouns</b>	he her hers him his I	it its me mine one ours	she that theirs them these they	this those us we you yours

<b>Verbs</b>	<b>Irregular:</b> be catch (a ball) choose come count do draw drink drive eat find fly get give go have have (got) hit hold know learn	<b>Regular:</b> add answer ask bounce clap clean close colour complete cross enjoy jump kick learn like listen (to) live look look at love make	put open paint phone pick up play (with) point read ride run say see sing sit (down) sleep spell stand (up) swim show smile start	stop take (a photo) tell talk test throw tick try understand walk want watch wave wear write
<b>Modals</b>	can/cannot/can't			
<b>Question words</b>	how how many	how old what	where which	who whose
<b>Names</b>	Alex Alice Ann Anna Ben	Bill Eva Jill Kim Lucy	Mark Matt May Nick Pat	Sam Sue Tom