



YLE Starters Overview – Teacher’s Notes

Description

This activity gives students practice in asking and answering questions, in asking for repetition, in writing short answers and in doing a mingling activity. These are all skills that they will need to be able to demonstrate in the Starters Test.

Time required: 30 minutes

Materials required:

- Student’s Worksheets 1 and 2, one copy for each student in the class
- A CD of relaxing music (optional)
- Copies of YLE Starters Listening, Reading and Writing and Speaking tests, enough for one copy per two or three students (<http://www.cambridgeesol.org/resources/teacher/yle.html>)

Aims:

- to provide students with an overview of the Starters test
- to give students practice in asking and answering questions
- to give students practice in writing short answers
- to practise language asking for repetition.

Procedure

1. The first part of this activity gives students practice with the skills they need to demonstrate in the test.
2. Demonstrate the activity to the class. Copy the table from the worksheet onto the board. Invite four students (A, B, C, D) to come to the board. Write the name of Student B at the top of column 3, the name of student C at the top of column 4 and the name of student D at the top of column 5.
3. Ask student A the first question (*How old are you?*). The student answers e.g. *eight* or *I’m eight* or *I’m eight years old*. Student A then writes *8* in the *Me* column next to the first question. (These are the type of questions children may have to answer in the Speaking test. See YLE Handbook p.10 for more information).
4. Student A then asks the same question of the three other students and writes their ages in the column under their names. (Children have to write short answers and names in the Listening and the Reading and Writing tests. See YLE Handbook pp.5–8 for more information.) The four students repeat the procedure for the other four questions. (Possible answers: 2 a flat; 3 yes; 4 no; 5 carrots).
5. Remind/prompt Student A what to say if he/she doesn’t understand the answer, e.g. *I don’t understand. Can you repeat, please? Again, please? Sorry?* (This type of language is very useful for the Speaking test.)



6. Hand out **Student's Worksheet 1** to each pupil. Focus them on the questions and make sure they realise they are the same as on the board. Tell pupils to answer the questions about themselves in the *Me* column.
7. Tell them they need the **Student Worksheet** and a pen or pencil. Give clear, staged instructions: *You are going to (hear some music and) move quietly around the room. When the music stops/ I clap my hands, stop.* (Play the music and) tell students to move quietly around the room.
8. Stop the music or clap your hands. Tell students to make pairs and to write each other's names in column 3. Students then take turns to ask and answer the five questions. They write the answers in column 3. Clap your hands or start the music and students move quietly around the room again.
9. Repeat **Step 7** and **Step 8** twice more, with students using column 4 and then column 5. Students return to their seats.
10. Tell the students that what they have been doing is all practice for the Starters test. Elicit that they have been speaking, listening, reading and writing, and tell them that these are the four skills that are tested. Show the front pages of the three tests and elicit **which two skills are tested together** (reading and writing).
11. Tell them that they are going to have a chance to look at the tests and find out some information about them. Give out copies of the sample papers to groups of two or three children. Give out **Student's Worksheet 2**, so each student has a copy. If you prefer, you can give this worksheet in L1.
12. In their groups, students find as many answers as they can to the questions. You can do this as a race, or set a time limit and see which group finds the most correct answers in the time set. The most important thing is that the students become more familiar with the look of the tests.
13. Go through the answers, using the information in the answer key below and any further information from the YLE Handbook. You may prefer to do this in L1. Allow the children chances to ask any questions.
14. Finally, point out that **every** student who takes the test will receive a Certificate showing how well they did in each of the three papers. The result is shown as Cambridge shields with a maximum of five shields for each of the three papers.

Suggested follow-up activities/questions

1. Have a look at some of the students' survey results. Ask questions, e.g. **Tell me about** (name of one of the students they asked). Prompt students to answer in sentences, e.g. *Paula lives in a flat./Joe's favourite food is chips.*
2. Write some model sentences on the board which reflect the range of answers, e.g. *Jackie is nine./Juan hasn't got a dog./Bernadette can't swim.* (For more information on the range of language children are expected to know at Starters level, see YLE Handbook p. 11.)



3. Students write five sentences in their notebooks about one of the students they interviewed using the information from the table. Fast finishers can write sentences about all three students they interviewed.

Additional information

In the *YLE Handbook* you can also find:

- a. the task types that are used in the tests (YLE Handbook p.5, p.7 and p.9)
- b. the list of grammar that is tested in Starters (YLE Handbook pp.11–12)
- c. the list of vocabulary items that are tested in Starters (YLE Handbook pp.13–15; see also the combined lists pp.37–58)
- d. the topics that are covered in Starters (YLE Handbook p.10)
- e. information on marking and results (YLE Handbook p.3)
- f. an example of the Certificate (YLE Handbook p.3).



YLE Starters Listening Overview – Answer Key

Key to Student's Worksheet 2

- a. **Where is a picture of an elephant?** (R&W Part 2. In this part, children look at a picture, read some sentences about the picture and decide if the sentences are true or not. Speaking scene picture, p.18. The scene picture is used in Parts 1–3 of the Speaking test. Children have to point at objects, place object cards in different places and answer short questions about the picture.)
- b. **How many different tests are there?** (three: Listening, Reading and Writing, Speaking.)
- c. **How much time do you have for the Reading and Writing test?** (20 minutes. The Listening test also takes around 20 minutes and the Speaking test takes between 3–5 minutes.)
- d. **Where can you find a picture of:**
 - **a camera?** (Listening Part 1)
 - **a cake?** (Speaking object cards p. 17)
 - **a guitar?** (Reading and Writing Part 5)
 - **a man singing?** (Listening Part 3)(Children should be aware of the importance of pictures in the test.)
- e. **How many questions are there are in the Listening test?** (20 questions. The Reading and Writing test has 25 questions.)
- f. **Find the instructions for one of the tasks. What is the language?** (All instructions are in English.)
- g. **Look at the Reading and Writing test, Part 3. What is the example answer?** (dress. There is always an example for each task in the Listening and the Reading and Writing tests. Elicit from students what they need to do in this task: write the name of each object using the letters provided.)
- h. **Find the last part of the Listening test. What do you do?** (Listen and colour. Children will need coloured pens or pencils for the Listening test.)



YLE Starters Listening Overview – Student’s Worksheet 1

Write answers to the questions about YOU!

Now ask three friends.

	Me	My friend _____	My friend _____	My friend _____
1 How old are you?				
2 Do you live in a house or a flat?				
3 Have you got a pet?				
4 Can you swim?				
5 What’s your favourite food?				



YLE Starters Listening Overview – Student’s Worksheet 2

Look at the YLE tests. Find the answers to these questions.

- a. Where is a picture of an elephant?
- b. How many different tests are there?
- c. How much time is there for the Reading and Writing test?
- d. Where can you find a picture of:
 - a camera?
 - a cake?
 - a guitar?
 - a man singing?
- e. How many questions are there are in the Listening test?
- f. Find the instructions for one of the tasks. What is the language?
- g. Look at the Reading and Writing test, Part 3. What is the example answer?
- h. Find the last part of the Listening test. What do you do?