

# Revised Cambridge English: Young Learner tests – an overview



# Who are you?

- A. I'm a teacher.
- B. I'm the co-ordinator/director of studies.
- C. I'm a learner.
- D. I'm a parent.

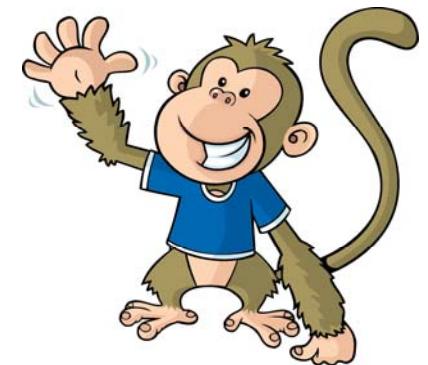




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Language Assessment  
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# Cambridge English Young Learners

Cambridge Young Learners English (YLE)



# Revised Cambridge English: Young Learner tests – an overview







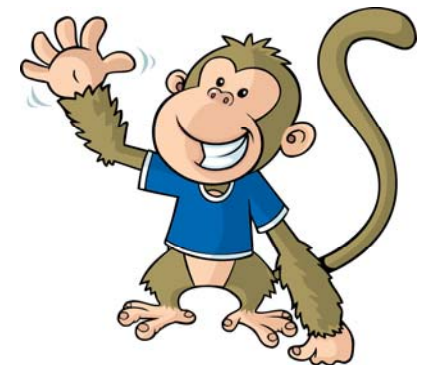
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Cambridge Young Learners English (YLE)

# Overview

- Why we've made the changes
- What the changes are
- Support and preparation materials
- Plans for the launch campaign
- Questions



# Your presenters

- **Sally Mattson**  
Assessment Services Specialist
- **Lynne Stevenson**  
Assessment Group Manager for  
Young Learners



# Revision process timeline



# Revision process timeline





# WHY WE'VE MADE THE CHANGES





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# Key strengths of existing YLE



## Key strengths of existing YLE



# Why we've made the changes

- Keep YLE relevant to the evolving needs of learners and schools
- Incorporate evolving approaches to curriculum design, pedagogy and assessment for young learners
- Position YLE more closely with Main Suite as part of the language learning journey throughout school and beyond
- Remain the market leader







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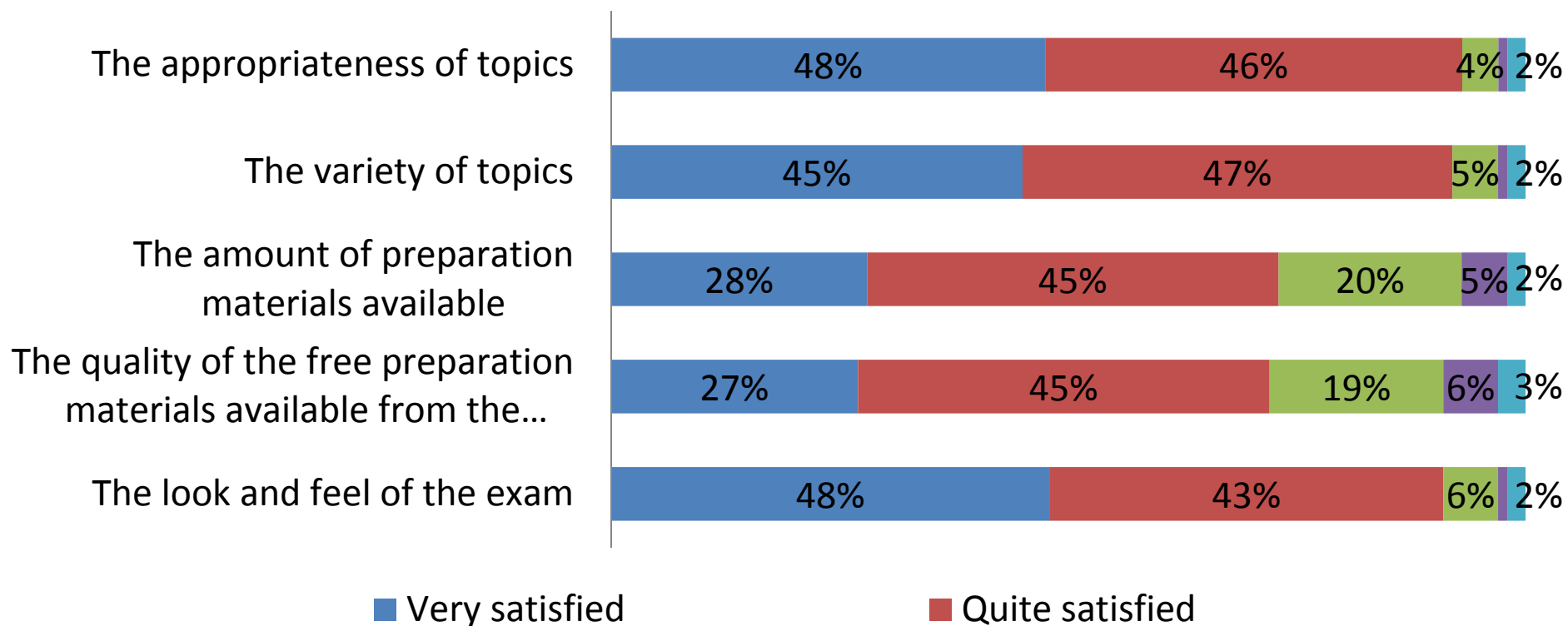
Cambridge Young Learners English (YLE)

# Survey to CEMs, Heads of English, Teachers



# Survey to CEMs, Heads of English, Teachers

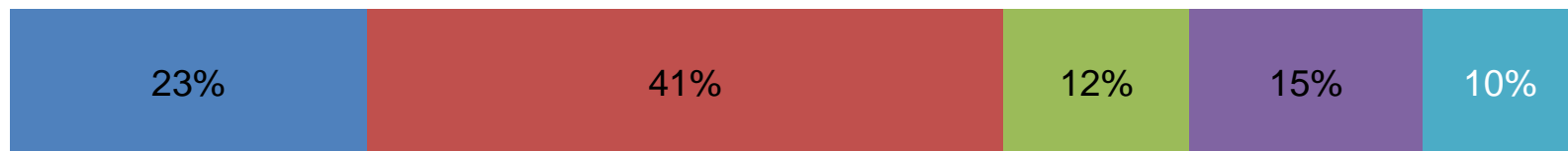
## Satisfaction with Cambridge English: Young Learners





# Survey to CEMs, Heads of English, Teachers

## Satisfaction with Results Reporting

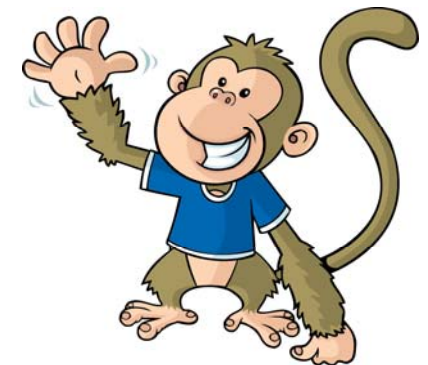


■ Very satisfied

■ Quite satisfied

■ Neither satisfied nor dissatisfied

■ Quite dissatisfied



Q50 How satisfied are you with how Cambridge English: Young Learners results are reported?  
Base for Q50: All respondents (n=724).

# WHAT ARE THE CHANGES?







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# Starters changes and rationale

## Listening

- New Part 1 task



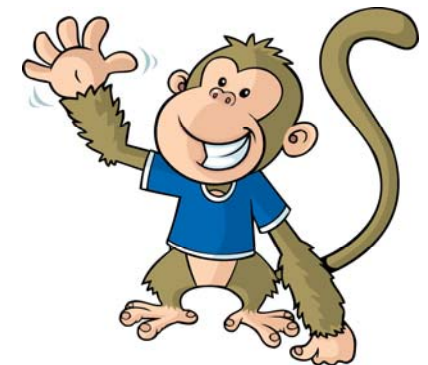


# Starters – new Listening task

## Part 1

– 5 questions –

Listen and draw lines. There is one example.



# Starters changes and rationale

## Reading and Writing

- Part 1 now has both plural and singular nouns
- Part 4 semi-factual text instead of a riddle





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# Starters – new Reading & Writing

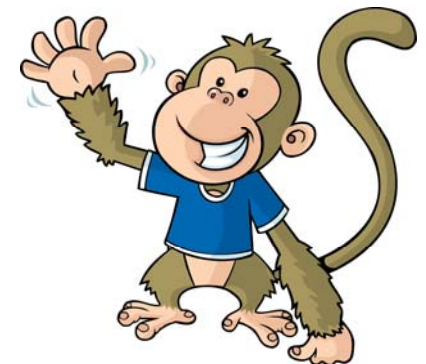
## Part 1 task



This is a clock.

☐

These are shells.

☐





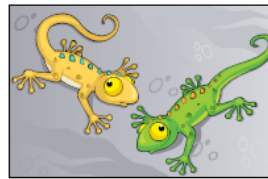
# Starters – new RW Part 4 task

## Part 4

– 5 questions –

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

### Lizards



Lots of lizards are very small ..... animals ..... but some are really big.

Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit.

A lizard can run on its four (2)..... and it has a long

(3)..... at the end of its body.

Many lizards live in (4)..... but, at the beach, you can find some

lizards on the (5)..... . Lizards love sleeping in the sun!

#### Example



animals



tail



balloon



trees



legs



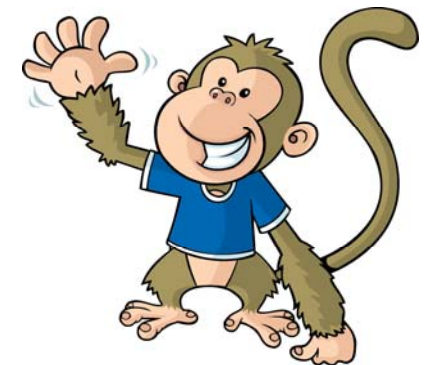
spiders



teacher



sand



# Starters changes and rationale

## Speaking

- Candidate now asked name
- Part 1 is a conflation of old Parts 1 and 2
- Additional question added to Speaking Part 2 (Tell me about ...)



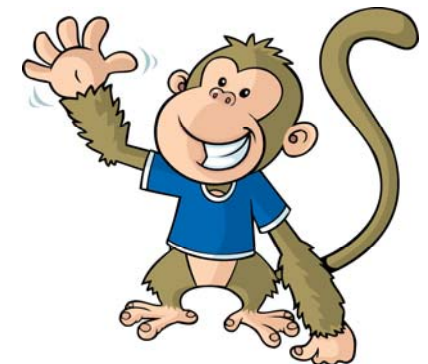
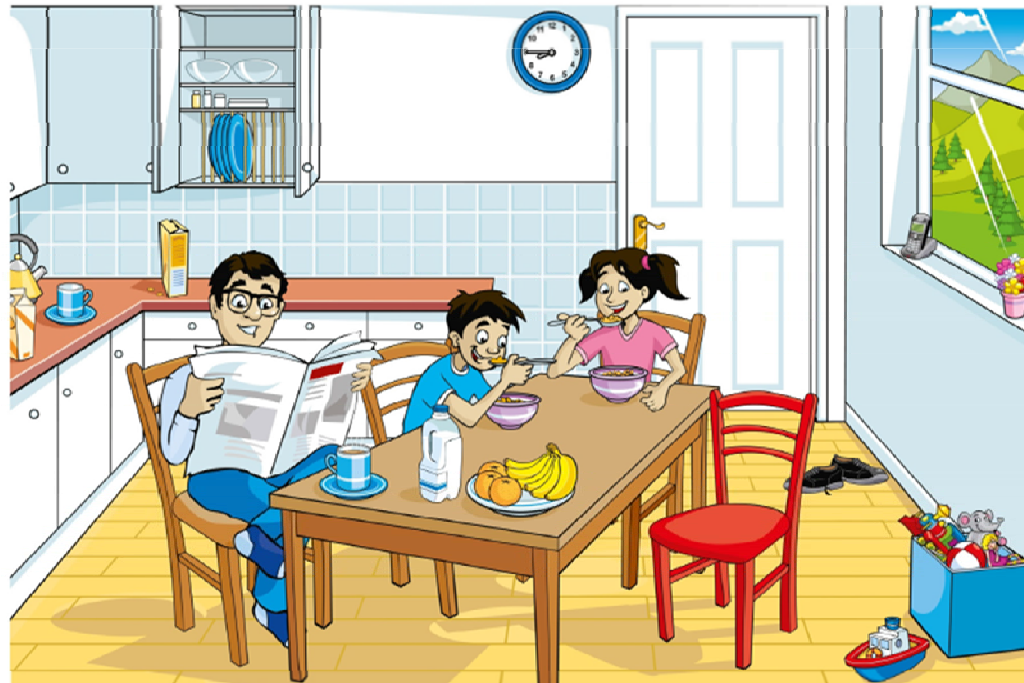
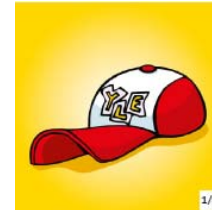
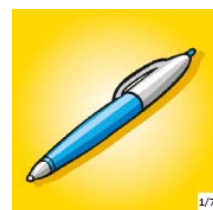
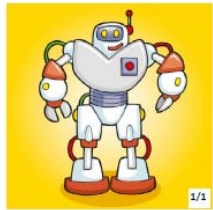


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## Starters – Speaking - Tell me about ...



# Movers changes and rationale

## Listening

- Drawing item dropped from Part 5
- New Listening Part 3 task





# Movers – new Listening task

## Part 3

– 5 questions –

Mrs First is telling Paul about the people in her family. What is each person doing now?

Listen and write a letter in each box. There is one example.



her son

B



her uncle



her daughter



her cousin



her brother



her sister



A



B



C



D



E



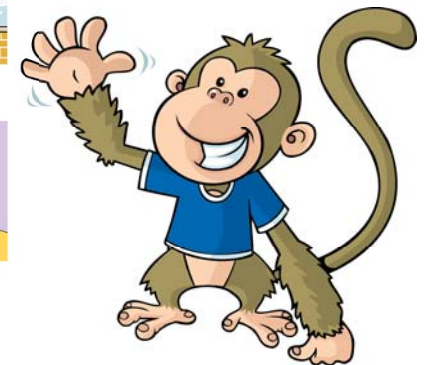
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G



H



# Movers changes and rationale

## Reading and Writing

- Task order has been changed
- Total number of questions has been reduced
- Current Part 2 has been removed
- Part 6 is a new Writing task







# Movers – new Reading and Writing task

**Part 6**  
– 6 questions –

Look and read and write.



**Examples**

The dog is playing in some ..... water .....

What's the mother wearing? ..... a purple shirt .....

**Questions**

**Complete the sentences.**

1 The boy on the bike is wearing grey .....

2 One dog is brown and one dog is .....

**Answer the questions.**

3 What's the girl in the black skirt doing?  
.....

4 Where are the flowers?  
.....

**Now write two sentences about the picture.**

5 .....

6 .....





# Movers changes and rationale

## Speaking

- Candidate now asked name and age
- Part 2 story task now has title and names of characters





# Movers – Speaking Story task

Fred loves food



Fred



MOVERS SPEAKING. Picture Story



TEST ONE



# Flyers changes and rationale

## Listening

- Drawing item dropped from Part 5



# Flyers changes and rationale

## Reading and Writing

- Task order has been changed
- Current Part 2 has been removed
- Part 7 is a new Writing task





# Flyers – new Reading and Writing task

## Part 7

Look at the three pictures. Write about this story. Write 20 or more words.

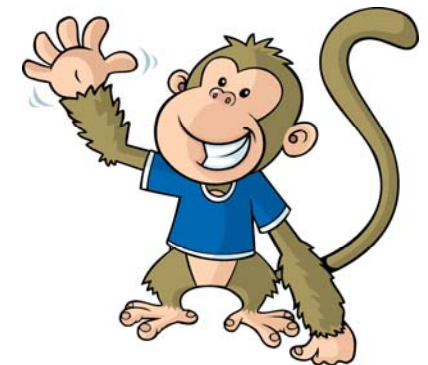


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# Flyers changes and rationale Speaking

- Candidate now asked name, family name and age
- Part 3 story task now has title and names of characters





# Flyers – Speaking Story task

## The Brave Teacher





# Wordlist changes

Which one of these words has **not** been added to the Starters wordlist?

- A enormous
- B fantastic
- C skateboard
- D tablet



# Wordlist changes and rationale

Total words	Starters	Movers	Flyers
2011	466	358 (824)	471 (1295)
<b>2018</b>	<b>497</b>	<b>401 (898)</b>	<b>513 (1411)</b>
	+ 6.25%	+ 8.25%	+ 8.23%



# Wordlist changes

Which one of these words has **not** been added to the Starters wordlist?

- A enormous
- B fantastic
- C skateboard
- D tablet



# Writing assessment changes and rationale

- **Movers**

- Can write short, simple, isolated phrases about everyday topics and concrete situations

- **Flyers**

- Can write a short message on a postcard or in an email





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# Speaking assessment changes and rationale

## **Vocabulary and grammar**

Range

Control

Extent

*Cohesion*

## **Pronunciation**

Individual sounds

(Word) stress

*Intonation*

## **Interaction**

Reception/responding

Support required

Fluency/promptness





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## Results reporting changes and rationale



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### Cambridge English Flyers

Cambridge Young Learners English (YLE) Flyers

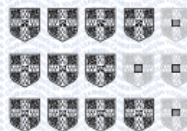
NAME  
took YLE Flyers  
in OCTOBER 2015

in Cambridge  
and was awarded the following:

Reading & Writing

Listening

Speaking



*Saul Nasse*

Saul Nasse  
Chief Executive



Cambridge English  
Young Learners



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CES Level	Cambridge English Scale	Starters	Movers	Flyers	Key for Schools
B1	130-140				
A2	100-130				
A1	70-100				
Pre-A1	50-70				

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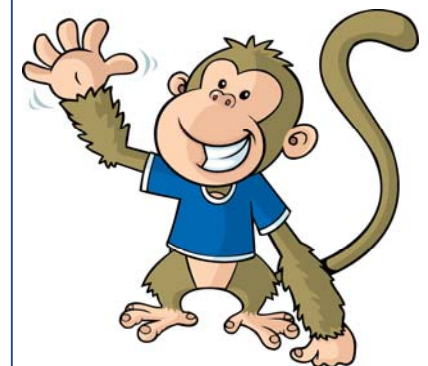
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The table below provides a summary of the language abilities of young learners at the Pre-A1 – A2 level of the CEFR:

	Listening and Speaking	Reading and Writing
A2 120-139	CAN understand basic personal details and descriptions CAN understand short conversations with simple sentences CAN understand instructions given in more than one sentence CAN state their full name and age CAN give descriptions of objects, pictures and actions in basic sentences CAN respond to direct questions with simple sentences CAN ask basic questions about everyday topics	CAN understand short dialogues and stories about everyday topics CAN understand short stories containing narrative tenses CAN understand the general meaning of short factual texts CAN write short, narrative text using simple sentences
A1 100-119	CAN understand basic personal details and descriptions if given slowly CAN understand short conversations with simple phrases if spoken slowly CAN understand basic instructions given in short simple phrases CAN state their age CAN give basic descriptions of objects, pictures and actions CAN identify and state basic differences between objects CAN respond to basic questions with very simple phrases	CAN understand short descriptions of everyday objects CAN understand short, simple dialogues and stories about everyday topics with the help of pictures CAN understand the general meaning of short factual texts with the help of pictures CAN write short, simple, isolated phrases about everyday topics and concrete situations CAN link words or phrases with basic connectors ('and', 'then')
Pre-A1 Below 100	CAN state their name CAN understand letters of the alphabet CAN name common everyday objects CAN understand basic instructions if given slowly CAN understand basic personal details and descriptions if given slowly and repeated CAN understand names of everyday objects and common colours CAN give basic descriptions of everyday objects CAN respond to basic questions with simple or 'yes/no' responses	CAN recognise and write very common everyday items CAN spell simple everyday words correctly CAN copy everyday words CAN understand very simple descriptions of people and everyday objects CAN recognise single/plural forms of nouns CAN understand simple questions of everyday situations CAN follow simple stories written in very simple language

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Cambridge Young Learners English (YLE)

## Results reporting changes and rationale

VERSION 2




 **CAMBRIDGE ENGLISH**  
Language Assessment  
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Date: 15 November 2016  
Reference No.: 15GB9615003  
To be quoted on all Correspondence


**Cambridge Young Learners: Movers**  
Statement of Results

Candidate name  
**An Example**


Place of entry  
**Cambridge**

Listening  Reading & Writing  Speaking 


**These are your strengths in English. Using Movers vocabulary and grammar:**  
You can understand descriptions that you hear and read.  
You can use your grammar and vocabulary knowledge accurately.  
You can read and write stories.

 **Here are some things you can work on.**  
Practice understanding conversations.  
Practice your pronunciation.

**What can I do to improve.**  
Watching English TV shows. Pay attention to what people are saying. It's important!  
In English, tell someone about something fun you did this week.  
In English, tell someone what your family looks like.



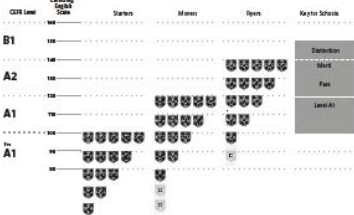
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# Results reporting changes and rationale

Strengths

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**Cambridge Young Learners: Movers**  
Statement of Results

Candidate name  
**An Example**

Place of entry  
**Cambridge**

Listening Reading & Writing Speaking

**These are your strengths in English. Using Movers vocabulary and grammar:**  
You can understand descriptions that you hear and read.  
You can use your grammar and vocabulary knowledge accurately.  
You can read and write stories.

**Here are some things you can work on.**  
Practice understanding conversations.  
Practice your pronunciation.

**What can I do to improve.**  
Watching English TV shows. Pay attention to what people are saying. It's important!  
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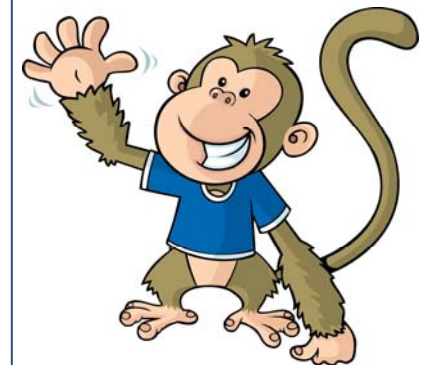
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Cambridge Young Learners English (YLE)

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Language Assessment  
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Date: 15 November 2016  
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Statement of Results

Candidate name: \_\_\_\_\_  
An Example  
Place of entry: \_\_\_\_\_  
Cambridge

Listening Reading & Writing Speaking

**Strengths**

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You can read and write stories.

Here are some things you can work on.  
Practice understanding conversations.  
Practice your pronunciation.

**Areas to work on**

What can I do to improve.  
Watching English TV shows. Pay attention to what people are saying.  
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Language Assessment  
Part of the University of Cambridge

Date: 15 November 2016  
Reference No.: 15GB9615003  
To be quoted on all Correspondence

**Cambridge Young Learners: Movers**  
Statement of Results

Candidate name  
**An Example**

Place of entry  
**Cambridge**

Listening Reading & Writing Speaking

**Strengths**

These are your strengths in English. Using Movers vocabulary and grammar:  
You can understand descriptions that you hear and read.  
You can use your grammar and vocabulary knowledge accurately.  
You can read and write stories.

Here are some things you can work on.  
Practice understanding conversations.  
Practice your pronunciation.

**Areas to work on**

What can I do to improve.  
Watching English TV shows. Pay attention to what people are saying. It's important!  
In English, tell someone about something fun you did this week.  
In English, tell someone what your family looks like.

**Ideas for what to do**

THIS IS NOT A CERTIFICATE  
Cambridge English Language Assessment reserves the right to amend the information given before the issue of certificates to successful candidates.

**Cambridge English  
Young Learners**

Cambridge English: Young Learners tests are produced by Cambridge English Language Assessment, part of the University of Cambridge. They are designed to help children achieve internationally recognised standards of English. There are three levels – Starters, Movers and Flyers – linked to the Council of Europe's Common European Framework of Reference for Languages at Levels A1 and A2.

Results for Cambridge Young Learner exams are also aligned to the Cambridge English Scale (CES). The CES is designed to complement the Common European Framework of Reference for Languages (CEFR) and allows for more straightforward results reporting across our exams and better meets the needs of our exam users.

For more information on the CES, please visit [www.cambridgeenglish.org/exams/cambridge-english-scale](http://www.cambridgeenglish.org/exams/cambridge-english-scale)

Cambridge English: Movers is an examination for young learners targeted at levels A1 and Pre-A1 of the Council of Europe's Common European Framework of Reference.

There is no pass or fail in Cambridge English: Movers. All children receive a certificate which shows how many shields they receive in each skill (Listening, Reading & Writing and Speaking). The maximum score is five shields.

The table below provides a summary of the language abilities of young learners at the Pre-A1 – A2 level of the CEFR:

	Listening and Speaking	Reading and Writing
<b>A2</b> 120–139	CAN understand basic personal details and descriptions CAN understand short conversations with simple sentences CAN understand instructions given in more than one sentence CAN state their full name and age CAN give descriptions of objects, pictures and actions in basic sentences CAN respond to direct questions with simple sentences CAN ask basic questions about everyday topics	CAN understand short dialogues and stories about everyday topics CAN understand short stories containing narrative tenses CAN understand the general meaning of short factual texts CAN write short, narrative text using simple sentences
<b>A1</b> 100–119	CAN understand basic personal details and descriptions if given slowly CAN understand short conversations with simple phrases if spoken slowly CAN understand basic instructions given in short simple phrases CAN state their age CAN give basic descriptions of objects, pictures and actions CAN identify and state basic differences between objects CAN respond to basic questions with very simple phrases	CAN understand short descriptions of everyday objects CAN understand short, simple dialogues and stories about everyday topics with the help of pictures CAN understand the general meaning of short factual texts with the help of pictures CAN write short, simple, isolated phrases about everyday topics and concrete situations CAN link words or phrases with basic connectors ('and', 'then')
<b>Pre-A1</b> Below 100	CAN state their name CAN understand letters of the alphabet CAN name common everyday objects CAN understand basic instructions if given slowly CAN understand basic personal details and descriptions if given slowly and repeated CAN understand names of everyday objects and common colours CAN give basic descriptions of everyday objects CAN respond to basic questions with simple or 'yes/no' responses	CAN recognise and write very common everyday items CAN spell simple everyday words correctly CAN copy everyday words CAN understand very simple descriptions of people and everyday objects CAN recognise single/plural forms of nouns CAN understand simple questions of everyday situations CAN follow simple stories written in very simple language

For further details of Cambridge Young Learners tests please visit [www.cambridgeenglish.org/younglearners](http://www.cambridgeenglish.org/younglearners)

Any alteration to this award renders it invalid and use of an altered award could constitute a criminal offence.  
If there is any doubt about the details recorded on this award, contact the test centre for advice about verification procedures.



# Changes and rationale - summary

- Question papers – very few changes
  - New Starters and Movers Listening tasks
  - New Movers and Flyers Writing tasks
  - More opportunity to speak during speaking tests
  - Less anxiety
- Assessment criteria
  - New mark schemes for Movers and Flyers writing tasks
  - Updated speaking assessment criteria
- Results reporting
  - Developing a new statement of results





# SUPPORT AND PREPARATION MATERIALS





**CAMBRIDGE ENGLISH**  
**Language Assessment**  
Part of the University of Cambridge

**Cambridge English**  
**Young Learners**

Cambridge Young Learners English (YLE)

Support and preparation materials – free





**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

# Cambridge English Young Learners

Cambridge Young Learners English (YLE)

## Support and preparation materials – free

From Jan 2017

- New sample tests
- Word lists
- Handbook for teachers

### Starters A-Z Word List

#### Grammatical key

adj adjective  
adv adverb  
conj conjunction  
det determiner  
dis discourse marker

excl exclamation  
int interrogative  
n noun  
poss possessive  
prep preposition

pron pronoun  
v verb

A

a det  
about prep  
add v  
afternoon n  
again adv  
Alex n  
alien n

alphabet n  
an det  
and conj  
angry adj  
animal n  
Ann n  
Anna n

answer n + v  
apartment n  
(UK flat)  
apple n  
arm n  
armchair n  
ask v

at prep of place

B

baby n  
badminton n  
bag n  
ball n  
balloon n  
banana n  
baseball n  
basketball n  
bath n  
bathroom n  
be v

beach n  
bean n  
beautiful adj  
bed n  
bedroom n  
behind prep  
Ben n  
between prep  
big adj  
bike n  
Bill n

bird n  
birthday n  
black adj  
blue adj  
board n  
boat n  
body n  
bookcase n  
bookshop n  
bounce v

box n  
boy n  
bread n  
breakfast n  
brother n  
brown adj  
burger n  
bus n  
but conj  
bye (-bye) excl

C

cake n  
camera n  
can v

candy n (UK  
sweet(s))  
car n  
carrot n

cat n  
catch (e.g. a  
ball) v  
chair n

chicken n  
child/children n  
chips n (US  
fries)

#### Part 2

– 5 questions –

in and write. There is one example.



Mr Mat's rabbit

Yrking: ..... cannot place

if rabbit: .....

here: ..... pet shop next to...

bbit: .....

Mr Mat's.....

Mr Mat's...

Cambridge English  
Young Learners  
Young Learners English Tests (YLE)

Handbook for teachers  
Starters Movers Flyers







**CAMBRIDGE ENGLISH**  
Language Assessment  
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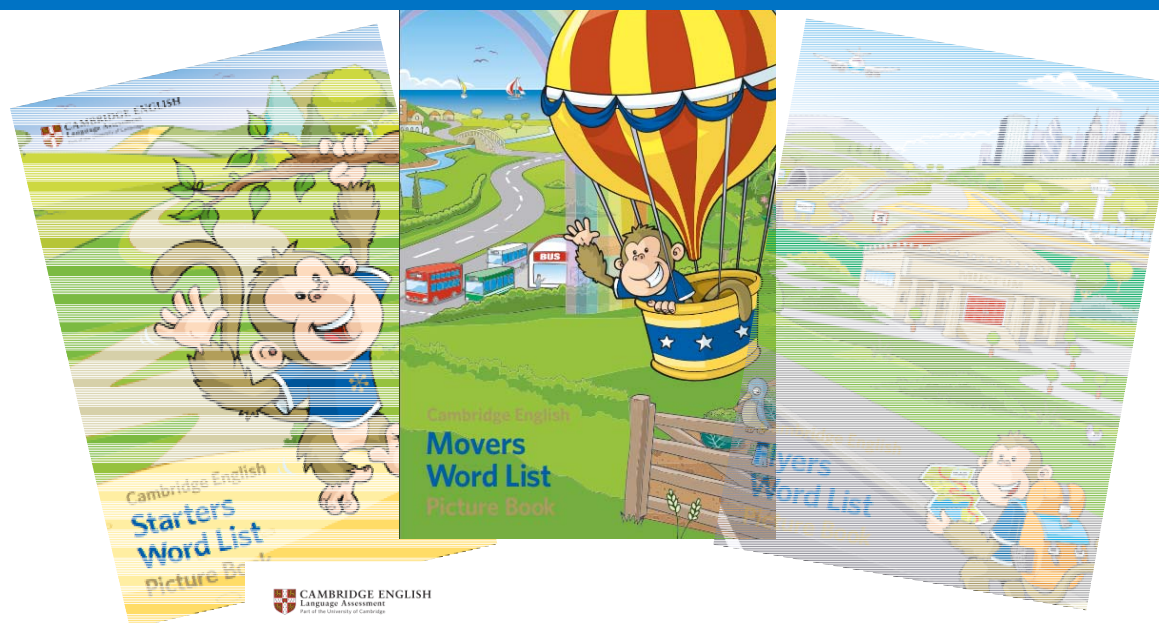
# Cambridge English Young Learners

Cambridge Young Learners English (YLE)

## Support and preparation materials – free

**April 2017**

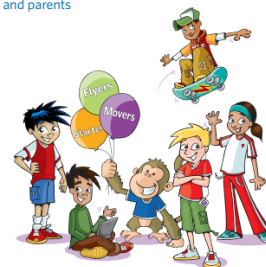
- Brief exam guide
- Information for parents and teachers
- Word list picture books



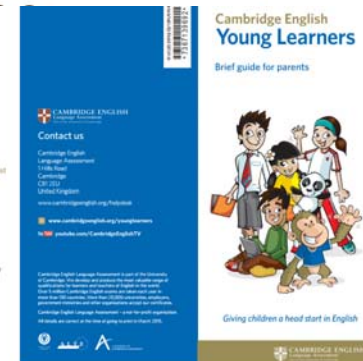
### Cambridge English Young Learners

Cambridge Young Learners English Tests (YLE)

Information for candidates  
and parents



[www.cambridgeenglish.org/younglearners](http://www.cambridgeenglish.org/younglearners)





## Support and preparation materials – free

**April 2017**

- Classroom posters and activities
- Progress charts
- Lesson plans

★ ★ ★ Cambridge English Young Learners

**My progress chart**

My name .....

Color a star when you finish a worksheet

Starters classroom worksheets					
1	2	3	4	5	6
☆	☆	☆	☆	☆	☆

Cambridge English: Starters Word List Picture Book  
I have read the book and completed the activities ☆

Sing and Learn pre-A1 video  
I have watched it at the zoo and completed the activities ☆

Signed ..... Young learner  
Signed ..... Parent/Teacher  
Date .....

### Cambridge English: Flyers Worksheet No. 2 (Exam day)

#### Activity (a)

Look and read. Write yes or no. There are two examples.



#### Examples

There is a calendar on the wall. .... **yes** .....  
The teacher is a woman. .... **no** .....

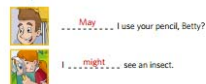
#### Questions

1. There is an apple on the teacher's desk. ....
2. The time in the classroom is 10 a.m. ....
3. The Flyers exam was yesterday. ....
4. There is a bag under the teacher's desk. ....
5. A dog is looking through the window. ....

#### Activity (b)

What do they say? Write may or might. Use may to ask for something or to tell somebody they can have something or do something. Use might to show that something will or will not happen. There are two examples.

#### Example



May I use your pencil, Betty?

I ..... might ..... see an insect.

### Tomorrow is the Flyers exam day

#### Flyers



#### Things your teacher may say

Good morning/afternoon everyone.  
Please sit down and take out your books.  
Quiet please, everyone.  
Listen carefully.  
Turn to page ...  
Can you spell ... please?

#### Things students may say

Good morning/afternoon teacher/Mr.../Ms...  
I'm sorry, I didn't hear/understand.  
Could you repeat that please?  
Could you speak a bit louder please?



Please may I borrow ...?  
a pen  
a pencil  
a ruler  
some coloured pencils  
a pair of scissors



Please may I use your ...?  
glue  
sticky tape  
rubber  
eraser

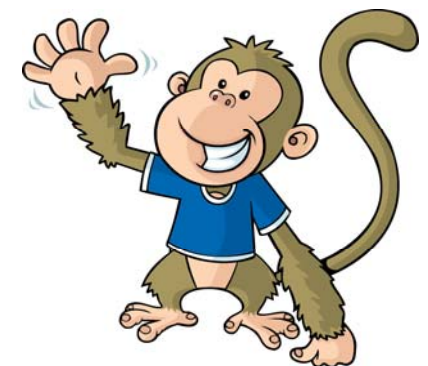


Please may I ...?  
go to the toilet  
have a drink of water  
eat my snack

# Support and preparation materials – free

**Aug 2017**

- Updated speaking test videos





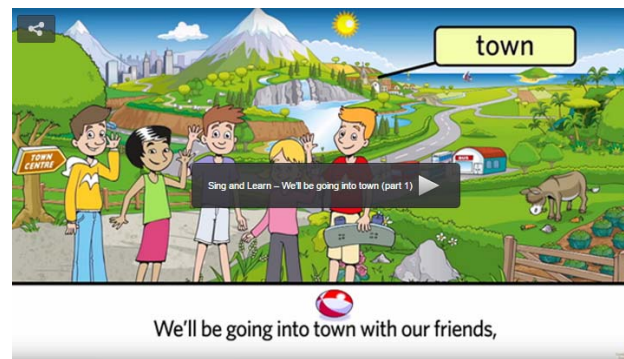


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# Cambridge English Young Learners

Cambridge Young Learners English (YLE)

## Games and online activities



# Summary of key benefits of the revised tests

Which one of the following is not a key benefit of the revised tests?

- a) Progression between YLE levels and on to Key for Schools is even clearer.
- b) Tasks reviewed to ensure they're age appropriate, and don't cause anxiety.
- c) Improved alignment to CEFR, giving an even clearer view of a learner's level.
- d) Candidates won't get shields, just feedback on how to improve.
- e) Writing and Speaking marking criteria published so teachers more confident of students' readiness for test.



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- b) Tasks reviewed to ensure they're age appropriate, and don't cause anxiety.
- c) Improved alignment to CEFR, giving an even clearer view of a learner's level.
- d) In addition to shields, candidates will get feedback on how to improve.
- e) Writing and Speaking marking criteria published so teachers more confident of students' readiness for test.





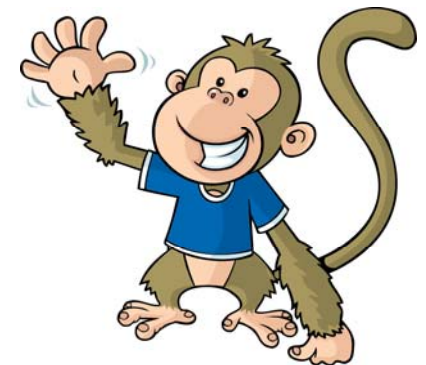


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**Cambridge English**  
**Young Learners**

Cambridge Young Learners English (YLE)

# OFFICIAL PREPARATION MATERIALS





**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

**March 2017**

# Cambridge English Young Learners

Cambridge Young Learners English (YLE)



- Seven-level General English course with official exam preparation
- Includes CLIL projects, phonics and online practice





**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

January 2017

# Cambridge English Young Learners

Cambridge Young Learners English (YLE)



- Perfect to complement general English courses
- Complete with online activities and Word FUN World app





**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

**March 2017**

# Cambridge English Young Learners

Cambridge Young Learners English (YLE)



- Eight stories per level
- Integrated skills practice (including Speaking) prepares students for test tasks
- Comes with Home Fun Booklet



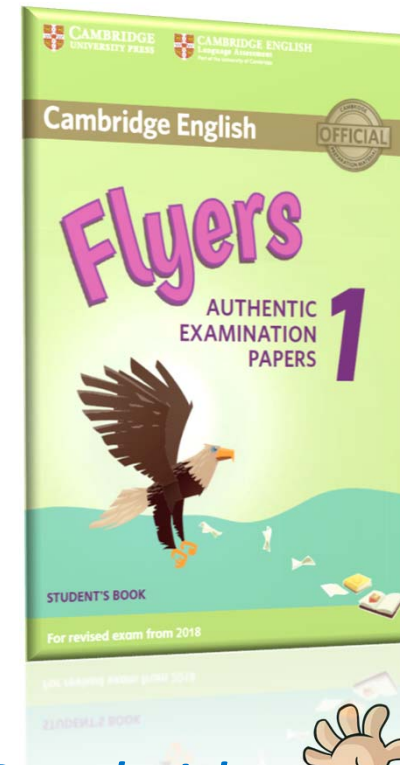
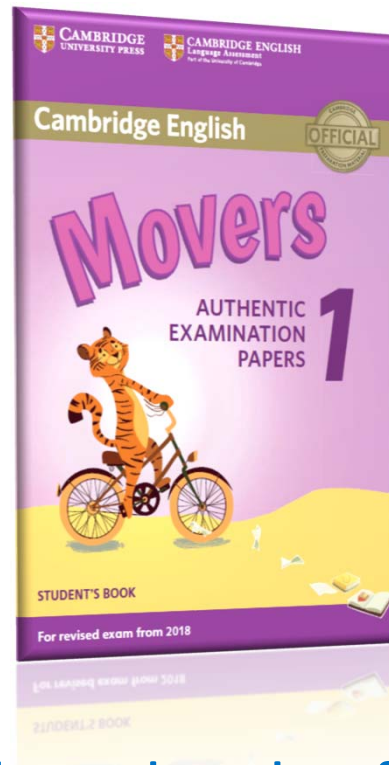
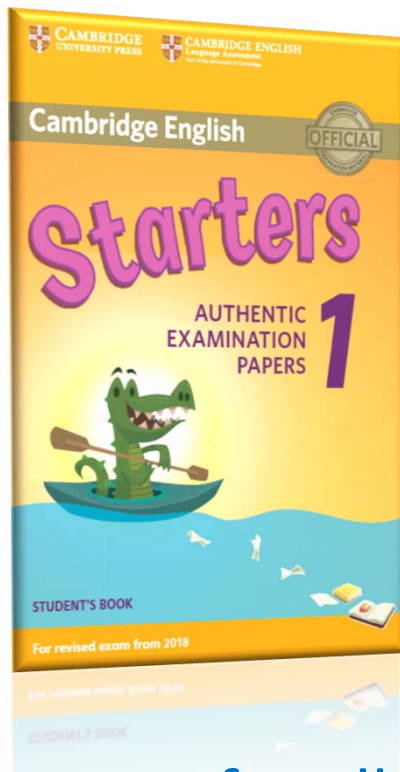


**CAMBRIDGE ENGLISH**  
Language Assessment  
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**June 2017**

# Cambridge English Young Learners

Cambridge Young Learners English (YLE)



- Practice tests for all three levels of *Cambridge English: Young Learners*
- Three full-colour tests per book



worldoffun.cambridge.org

HOME STARTERS MOVERS FLYERS

January 2017

# WORLD OF FUN

Cambridge English: Young Learners? You've come to the right place!

Here you'll find everything you need to know about the revised 2018 tests, as well as a wealth of fresh ideas, tips and materials to make preparation FUN for all.



EXAM LEVELS



## STARTERS

Cambridge English: Starters  
(YLE Starters)

Test information with FUN tips and  
resources to help you prepare

[VIEW STARTERS](#)



## MOVERS

Cambridge English: Movers  
(YLE Movers)

Test information with FUN tips and  
resources to help you prepare

[VIEW MOVERS](#)



## FLYERS

Cambridge English: Flyers  
(YLE Flyers)

Test information with FUN tips and  
resources to help you prepare

[VIEW FLYERS](#)

Information, resources, teaching tips and more



# Transferring from older materials

- New sample tests
- Word lists and picture books
- Speaking Test videos
- World of FUN resources
- Authentic practice test books



# Teaching English

- **Free resources for teachers** – sample papers, handbooks, lesson plans and teacher guides.
- **Teaching Qualifications** – for new and experienced teachers.
- **Teaching Framework** – helps you assess which stage you are at in your professional development and work out where you want to get to next.
- **Webinars** – about our exams and teaching.

[www.cambridgeenglish.org/teaching-english](http://www.cambridgeenglish.org/teaching-english)



# Further information

**Understanding listening assessment – what every teacher should know**  
20 and 23 February 2017

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**Keep up to date with what's new via the**  
**Cambridge English Language Assessment website:**  
**[www.cambridgeenglish.org](http://www.cambridgeenglish.org)**

**For information on Cambridge English webinars for teachers:**  
**[www.cambridgeenglish.org/webinars](http://www.cambridgeenglish.org/webinars)**

