

Levels 3–4 Speaking Tests

Guidelines for Marking

The Speaking Tests for Levels 3 and 4 provide CE:YLT (Cambridge YLE)-style artwork prompts and suggested teacher scripts with notes to help prepare for the Speaking section of the Cambridge English: Young Learners Movers Test. There are three tests per level based on the language taught in three chapters—Test 1: Chapters 1–3; Test 2: Chapters 4–6; Test 3: Chapters 7–9.

Each section of the test has recommended points to give, and below are suggestions of what to listen out for and how to award the points. Remember, the focus is to reward students for successful completion of the tasks, not necessarily to penalize them for inaccuracies unless they impede communication.

Total points: 30

Part 1 Introduction

Children should be able to answer with their name and how old they are. But note that no points are awarded for this part of the test. As well as recording their name, the purpose is to relax the child with a couple of easy questions.

Part 2 Find the Differences: Describing details in a picture

Children should be able to comment on differences they notice in two pictures. They should be able to describe the differences using simple sentences.

Did the child describe the differences correctly?

Was the child using simple sentences with grammatical accuracy?

Was the child's pronunciation sufficiently intelligible?

Part 3 Picture Story: Describing pictures and linking them into a narrative

Children should be able to describe the pictures and link them into a simple narrative. They should be able to say at least one sentence per picture.

Did the child describe each picture?

Did the child link the pictures into a simple narrative?

Was the child's pronunciation sufficiently intelligible?

Part 4 Odd-one-out: Describing a common link between three items and identifying how the fourth is different

Children should be able to identify which item is different in each group. They should then say one sentence explaining how three of the items are similar and one sentence saying how the fourth item is different.

Did the child identify the difference?

Did the child use sentences fluently and accurately?

Was the child's pronunciation sufficiently intelligible?

Part 5 General Conversation: Understanding and responding to personal questions

Children should be able to give basic information and answer questions about themselves.

Did the child understand each question?

Did the child answer correctly? Were their answers accurate?

Was the child's pronunciation sufficiently intelligible?