

Teaching English for Test Success

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Family and Friends Special Edition:

The Curriculum

FAMILY AND FRIENDS SPECIAL EDITION

The following chart correlates Family and Friends Special Edition to Vietnamese and International benchmarks. Oxford University Press designed the Family and Friends Expansion Portfolio to support the course and prepare students to achieve these assessment benchmarks.

GRADE	MOET'S ENGLISH COMPETENCY FRAMEWORK/CEFR	TOEFL PRIMARY		YLE
		STEP 1	STEP 2	
Grade 1				
Grade 2	A0	2 Stars		Starters
Grade 3	A0 – A1	3 Stars		Pre-Movers
Grade 4	A1 – A2	4 Stars	2 Badges	Movers
Grade 5	A2		3 Badges	Flyers

Workbook International Exams

1 2 Read the text in the Student Book. Fill in the correct circle.

1 What is the reading about?

(A) the Vietnamese countryside ☐

(B) water puppet theater ☒

(C) a famous story in water puppet theater ☐

3 The stories are usually about...

(A) folktales and legends ☐

(B) music and play ☐

(C) rice field and theater ☐

2 Where was the first water puppets started?

(A) in a theater ☐

(B) in the Red River Delta ☐

(C) all over Viet Nam ☐

4 How can you make your own water puppet?

(A) with a bowl ☐

(B) with a pencil ☐

(C) with a spoon ☐

Workbook: International Exams

C Look and read. Choose the correct word and write it on the line.



towel



toothpaste



shampoo



toothbrush



suitcase



sunscreen



soap

- 1 You use this to clean your teeth. a toothbrush
- 2 This is usually white and in a tube. You use it to clean your teeth. _____
- 3 You put this on your skin to stop it going red in the sun. _____
- 4 You use this to dry your body. _____
- 5 You use this to wash your hands or your body. _____
- 6 You use this to wash your hair. _____
- 7 You put your things in this when you go on holiday. _____

Rocket Game

- Make a circle.
- Say a word and pass the rocket.
- Rocket takes off = fly to outer space!




dreamstime.com

Grade 5 Total Vocab: 694 words
Grade 5 Expansion Portfolio
Total words: 459 words

CYL Flyers words: 418 words
Intensive covers: 373/418
words (89%)

89%

A background image showing children playing on a white surface. In the top half, a child in a green shirt is lying down with their hands near their face. In the bottom half, a child in a red shirt is sitting up, also with hands near their face. A child in a blue shirt is partially visible on the right side.

How to teach English effectively to prepare your students for international test success

Teaching for test success

How we'll do this

OXFORD
UNIVERSITY PRESS

- Introduction: teaching & test preparation
- CYLE test overview – general teaching tips
- **Section-by-section teaching guide**
 - What **language** and **skills** are required?
 - What **activities** will help students to improve these?
 - How can we use **FAFSE** to practice these?
- Apply methods to the TOEFL Primary

Advice from Cambridge

About the CYL Exams

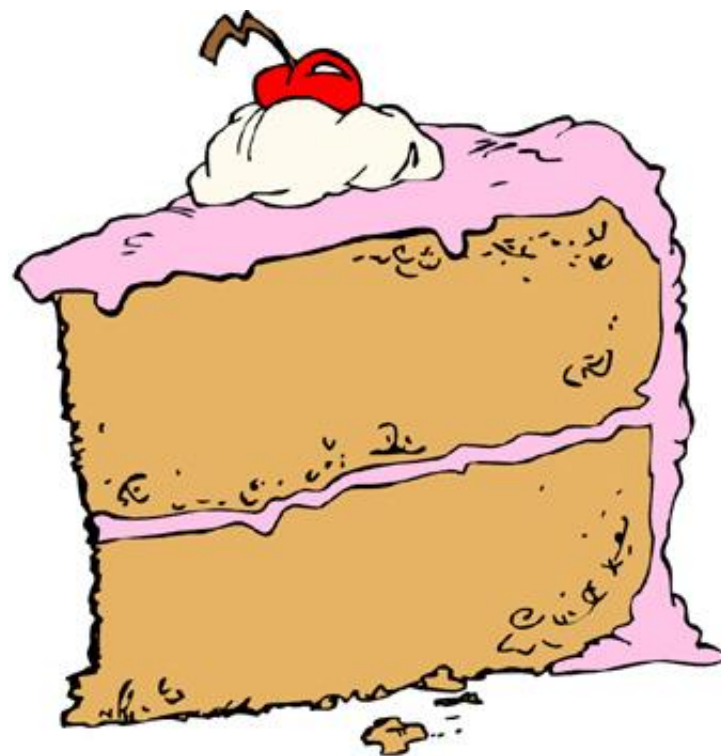
In producing the tests, Cambridge carefully considers...

“...current approaches to curriculum design and pedagogy for young learners including recent coursebooks and other resource materials...”

Teaching for test success

Essential ingredients

- **Language Knowledge**
(vocab + grammar)
- **Communication Skills**
(R/W/L/S)
- Familiar with **test format**
- **Willing to 'have a go'** not
fear of making mistakes



Teaching for test success

Analytical process

1. Study the test yourself

2. Analyze language, skills tested in each section

3. Find or design classroom activities to train the same language and skills

4. Find material in your coursebook to train these skills / fit these activities

5. Familiarize students with the test format

Teaching for test success

Analytical process

- 1. Study the test yourself**
- 2. Analyze language, skills tested in each section**
- 3. Find or design classroom activities to train the same language and skills**
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- 5. Familiarize students with the test format**

Advice from Cambridge

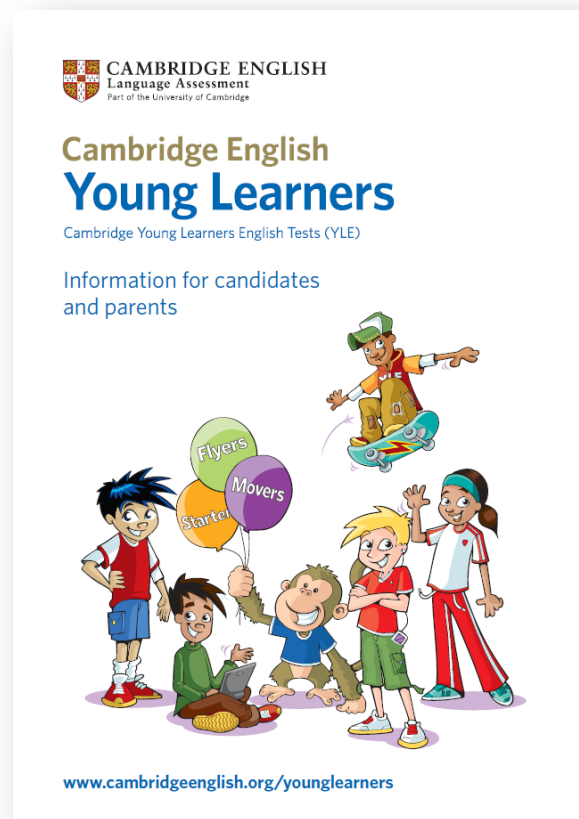
“...[you] don’t have to teach to the exam. If you teach well and use your materials well, with variety, your students will do well in the exam.”

Format – *Flyers* test

- Total length = approx. 75 minutes
- 3 Sections ('Skills')
 - **Listening**: 25 minutes; 5 Parts
 - **Reading and Writing**: 40 minutes; 7 Parts
 - **Speaking**: 7-9 minutes; 4 Parts

Key overall points

- Lots of **pictures**
- Students not punished for mistakes
- Students rewarded for '**giving it a try**'



More information available

- ➔ Download sample Cambridge English: Flyers exam papers
- ➔ See the Speaking test video
- ➔ Read an examiner's comments on the Speaking test
- ➔ Download the Cambridge English: Flyers word list






Teaching for test success

Analytical process

1. Study the test yourself
2. Analyze language, skills tested in each section
3. Find or design classroom activities to train the same language and skills
4. Find material in your coursebook to train these skills / fit these activities
5. Familiarize students with the test format

In the Listening test:

- The recordings are played twice. If candidates miss something the first time they listen, there will be another chance to hear the answers.
- It isn't important how well candidates colour or draw parts of a picture. They just need to find the right part of the picture, use the right colour and make a drawing recognisable.

Part	Task	Action
1	Match names outside a picture with the people that are inside a picture.	Draw lines. 
2	Answer questions about a place, trip, party etc.	Write words and numbers. 
3	Match people or objects in one set with pictures of objects in another set.	Write letters in boxes. 
4	Choose the picture with the correct information.	Tick boxes. 
5	Choose the correct parts of a picture and understand colouring, drawing and writing instructions	Colour parts of a picture. Draw and write something. 

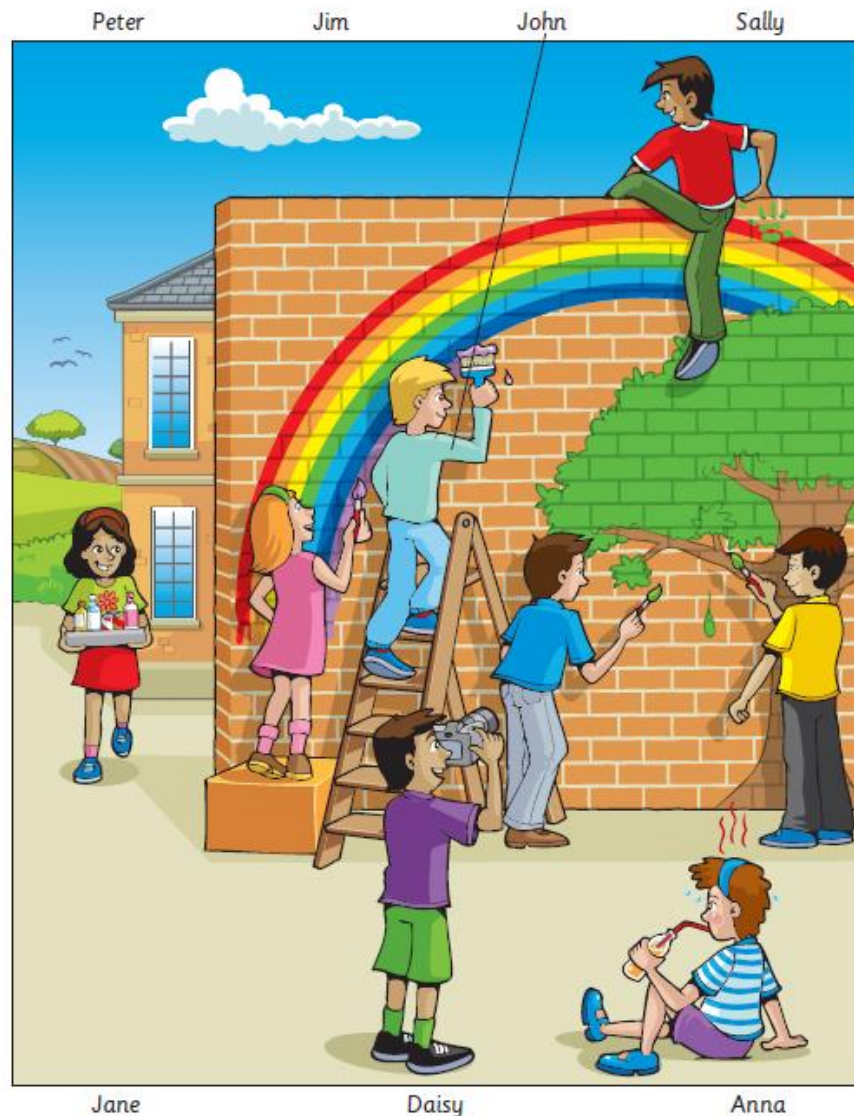
All Cambridge
Young Learners
English exam
samples taken
from:

<http://www.cambridgeenglish.org/images/153312-yle-information-for-candidates.pdf>

Part 1

– 5 questions –

Listen and draw lines. There is one example.



One

M That's a beautiful rainbow.

Fch Yes, it is. John's very good at painting.

M Who's the girl that's helping to paint it?

Fch The one who's standing on a box?

M Yes.

Fch That's Sally.

R = rubric

F = Female adult

M = Male adult

Fch = Female child

Mch = Male child

R Two

M Who's the boy that's painting the leaves?

Fch Which one?

M The one with jeans and a blue T-shirt.

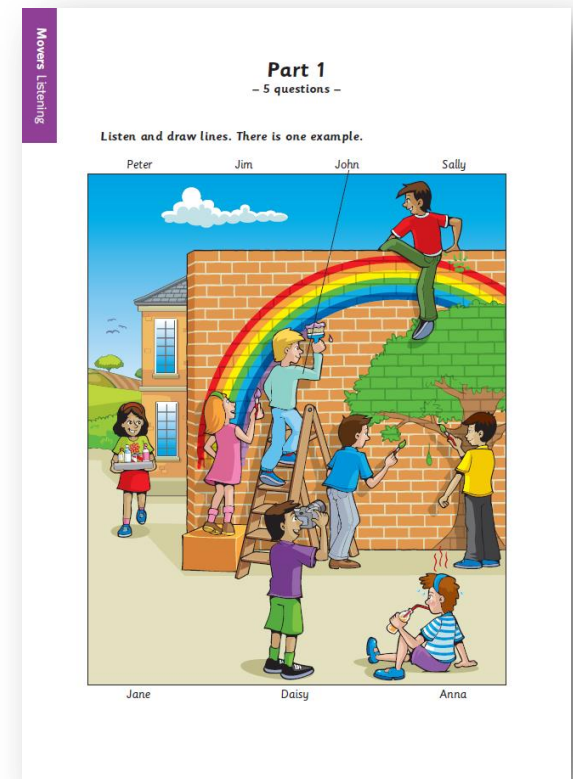
Fch Oh, he's called Peter.

M I love those leaves!

Listening Part 1

Analyze language and skills

- Task: Match names (draw lines)
- Language required
 - Know male vs. female names
 - Prepositions, present continuous actions, clothes
- Skills required
 - Listening to all information to identify someone
 - Not jumping to conclusions

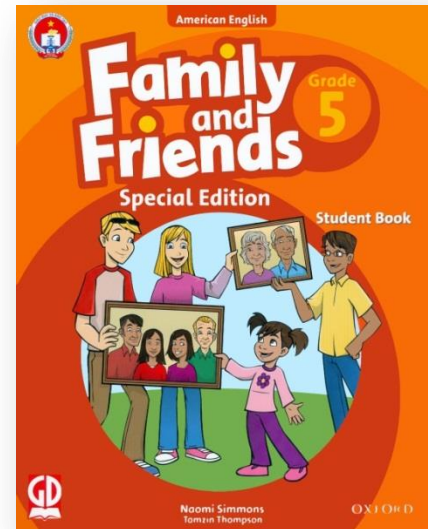


Listening Part 1

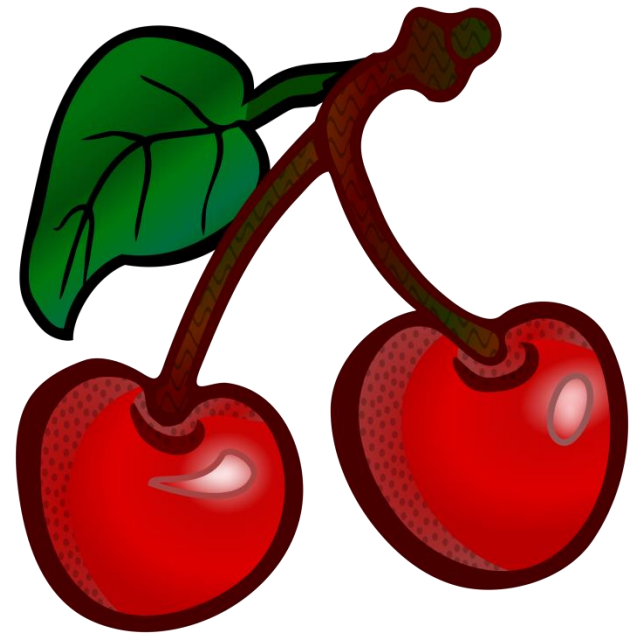
FAFSE materials and activities






OXFORD
UNIVERSITY PRESS

- Materials
 - Any picture with several people in it
 - Most pictures in Lessons 1 & 3 work well
- Example activities
 - p. 42: Listening detectives
 - p. 16: Guessing game



Process of Elimination



Part	Task	Action
1	Match names outside a picture with the people that are inside a picture.	Draw lines. 
2	Answer questions about a place, trip, party etc.	Write words and numbers. 
3	Match people or objects in one set with pictures of objects in another set.	Write letters in boxes. 
4	Choose the picture with the correct information.	Tick boxes. 
5	Choose the correct parts of a picture and understand colouring, drawing and writing instructions.	Colour parts of a picture. Draw and write something. 

Part 2

– 5 questions –

Listen and write. There is one example.



THE ZOO



When?

Tuesday

1

How many kinds of animals:

2

Biggest animal:

3

Favourite animal:

4

Favourite animal's food:

5

Name of zoo: Zoo

One

F How many different kinds of animals did you see at the zoo?

Mch That's difficult.

F Well, think about it.

Mch Oh...thirty, I think.

F Thirty! Good.

R **Two**

F What were the biggest animals that you saw?

Mch Erm... the giraffes, I think.

F Weren't there any elephants?

Mch Oh yes, that's right. The elephants were the biggest!

Listening Part 2


Analyze language and skills

- Task: Match names (draw lines)
- Language required
 - Nouns and proper nouns (names)
 - Numbers
- Skills required
 - Listening for basic information
 - Listening for details

Part 2
– 5 questions –

Listen and write. There is one example.

THE ZOO



When? Tuesday

1 How many kinds of animals:

2 Biggest animal:

3 Favourite animal:

4 Favourite animal's food:

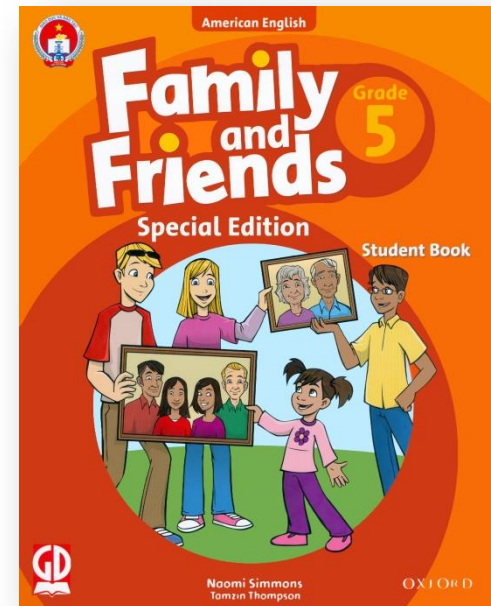
5 Name of zoo: Zoo






Listening Part 2

FAFSE materials and activities

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- Materials
 - Short texts e.g. Lesson 5
 - Comprehension questions
- Example activities
 - p. 24: Students' Q & A
 - p. 95: Predicting



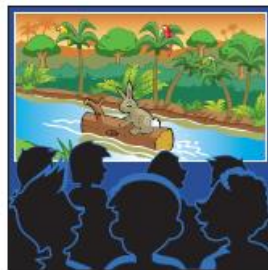
Part	Task	Action
1	Match names outside a picture with the people that are inside a picture.	Draw lines. 
2	Answer questions about a place, trip, party etc.	Write words and numbers. 
3	Match people or objects in one set with pictures of objects in another set.	Write letters in boxes. 
4	Choose the picture with the correct information.	Tick boxes. 
5	Choose the correct parts of a picture and understand colouring, drawing and writing instructions.	Colour parts of a picture. Draw and write something. 

Part 4

– 5 questions –

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

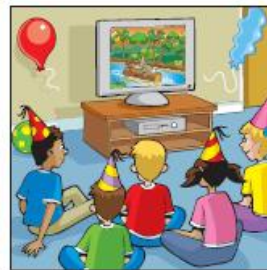
Where did Jim see the film?



A ☐



B ☐



C ☒

1 Where did the rabbits in the film go?



A ☐



B ☐



C ☐

2 Where did the children have their lunch?



A ☐



B ☐



C ☐

Mch

I saw a good film last week.

F

Oh, did your Mum take you to the cinema?

Mch

No...

F

Was it at your school, then?

Mch

No, it was at my birthday party.

F

Oh, I see!

Mch

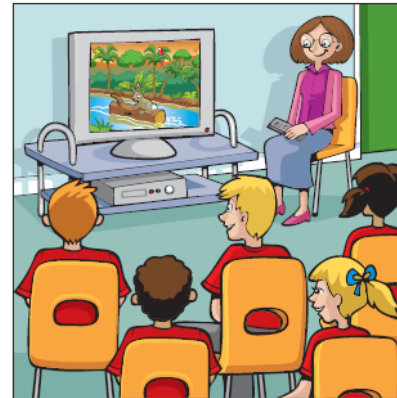
It was a DVD.

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

Where did Jim see the film?



A

☐

B

☐

C

☒

Listening Part 4

Analyze language and skills

- Task: Listen and choose correct picture
- Language required
 - Linking questions with answers
 - Wide variety of lexis
- Skills required
 - Listening for detailed information
 - Predicting language from pictures

Part 4
– 5 questions –

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

Where did Jim see the film?

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

1 Where did the rabbits in the film go?

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

2 Where did the children have their lunch?

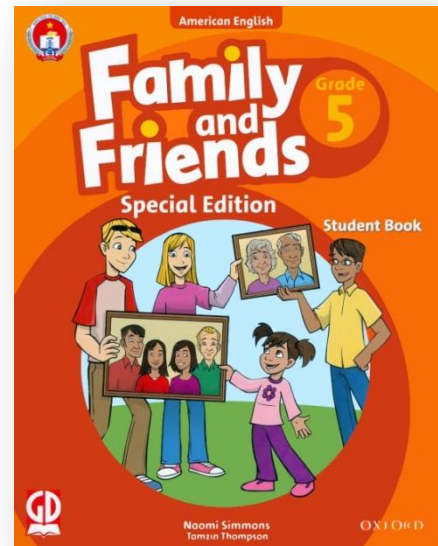
		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>






Listening Part 4

FAFSE materials and activities

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- Materials
 - Any pictures, especially Lesson 6 'Listening'
- Example activities
 - p. 63: Predict words from pictures
 - p. 63: Making questions from pictures



Part	Task	Action
1	Match names outside a picture with the people that are inside a picture.	Draw lines. 
2	Answer questions about a place, trip, party etc.	Write words and numbers. 
3	Match people or objects in one set with pictures of objects in another set.	Write letters in boxes. 
4	Choose the picture with the correct information.	Tick boxes. 
5	Choose the correct parts of a picture and understand colouring, drawing and writing instructions.	Colour parts of a picture. Draw and write something. 

M Can you see the teacher?

Fch Yes, I can. She's helping the boy.

M That's right. Look at her hair.

Fch Yes, it's curly!

M That's right. Colour the teacher's hair yellow.

Fch OK.

M Now, would you like to write something for me?

Fch What? A word?

M Yes, can you see the map on the wall?

Fch Behind the teacher?

M That's right. Can you write the word MAP below it?

Fch OK. I'm writing that now.

Part 5
– 5 questions –

Listen and colour and write. There is one example.



Listening Part 5

Analyze language and skills

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- Task: Locate, color things, write words
- Language required
 - Colors, objects
 - Prepositions of place
- Skills required
 - Following instructions

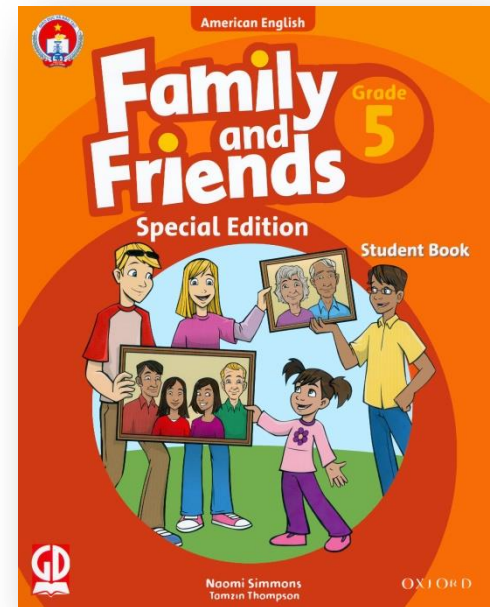


Listening Part 5

FAFSE materials and activities

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- Materials
 - Most big pictures e.g. in Lesson 5 'Reading'
- Example activities
 - p. 82: Labeling dictation
 - p. 82: Pairs coloring game
- Extra tip: Students can write the color on the side of each of their crayons.



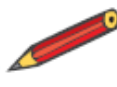






Stop the Bus!

- 5-6 categories from this and previous grade.
- Choose a letter.
- Students race to write a word in each category.
- The first team to finish yells **“STOP THE BUS!”**










Stop the Bus!

Animals	At school	Vacations	Food	Maps/directions

Reading and Writing 40 minutes	1	Match words with describing sentences.	Copy words.	copy copy 
	2	Decide if a picture matches sentences about it.	Write yes or no.	yes 
	3	Choose the correct missing parts of a conversation.	Write a letter.	a 
	4	Choose correct words to fill gaps in a short story and the correct title for the story.	Copy words and tick a box.	copy copy  <input checked="" type="checkbox"/>
	5	Find words in a story to complete sentences.	Copy 1, 2, 3 or 4 words.	copy copy 
	6	Choose the right word to fill gaps in a short text.	Copy words.	copy copy 
	7	Think of words to complete a diary or message text.	Choose and write words.	write 

In the Reading and Writing test:

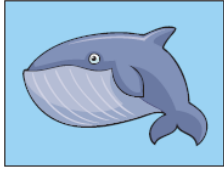
- It will be helpful to make sure your child can write clearly.
- Answers are generally very short and words can most often be copied from a word box or from parts of the text, so candidates don't need to write complete sentences.

1	Match words with describing sentences.	Copy words. copy copy 
2	Decide if a picture matches sentences about it.	Write yes or no. yes 
3	Choose the correct missing parts of a conversation.	Write a letter. a 
4	Choose correct words to fill gaps in a short story and the correct title for the story.	Copy words and tick a box. copy copy  <input checked="" type="checkbox"/>
5	Find words in a story to complete sentences.	Copy 1, 2, 3 or 4 words. copy copy 
6	Choose the right word to fill gaps in a short text.	Copy words. copy copy 
7	Think of words to complete a diary or message text.	Choose and write words. write 

Part 1

– 6 questions –

Look and read. Choose the correct words and write them on the lines.



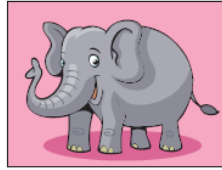
a whale



coffee



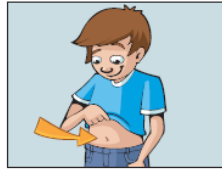
a shoulder



an elephant



soup



a stomach



milk



a bat

Example

This animal can fly and it comes out at night.

a bat
.....

Questions

- 1 You can eat this from a bowl. Sometimes there are vegetables in it.
- 2 This is the biggest animal in the world. It lives in the sea.
- 3 This is part of your body. All your food and drink goes here first.
- 4 This big animal lives in hot countries and eats leaves and grass.
- 5 This is between your neck and your arm.
- 6 Mothers give this white drink to their babies.

Reading and Writing Part 1



Analyze language and skills

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- Task: Match pictures/words with descriptions
- Language required
 - Wide variety of nouns
- Skills required
 - Understanding definitions

Part 1
– 6 questions –

Look and read. Choose the correct words and write them on the lines.

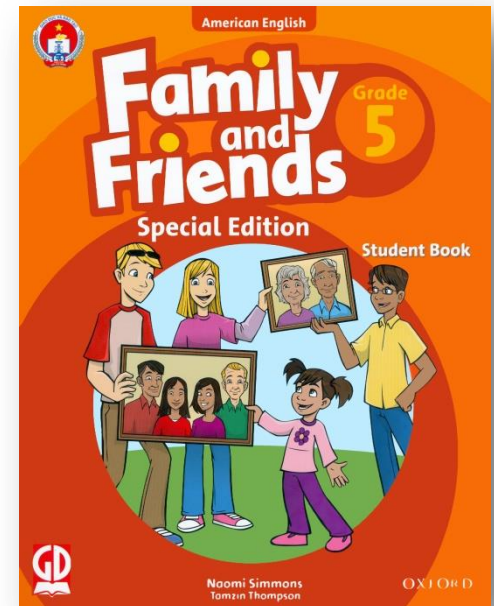
 a whale	 coffee
 a shoulder	 an elephant
 soup	 a stomach
 milk	 a bat

Reading and Writing Part 1

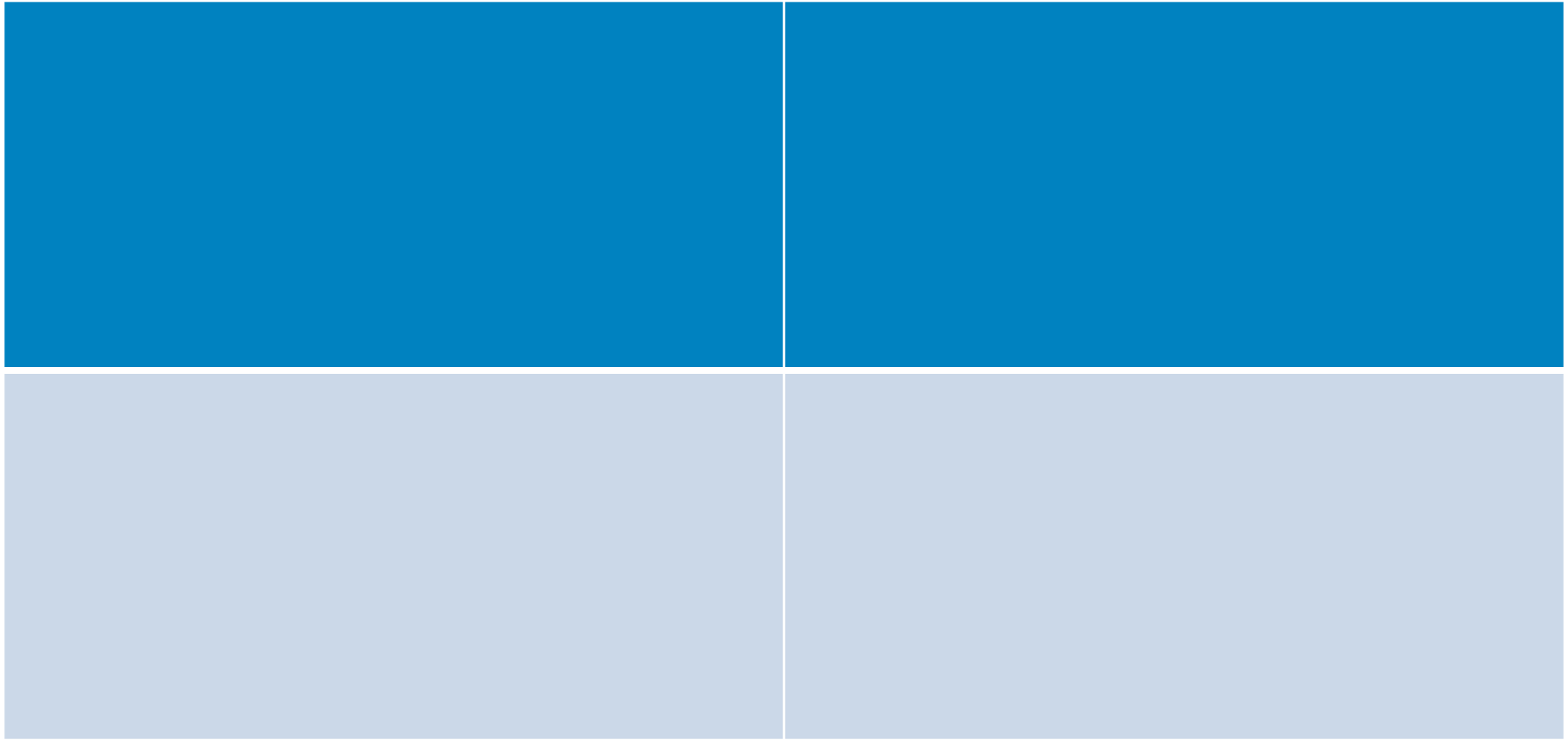
FAFSE materials and activities








OXFORD
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- Materials
 - Pictures of vocabulary in Lesson 1
 - Flashcards
- Example activities
 - p. 30: Definitions Bingo
 - p. 30: Pairs quiz



Defintions Bingo



1	Match words with describing sentences.	Copy words. copy copy 
2	Decide if a picture matches sentences about it.	Write yes or no. yes 
3	Choose the correct missing parts of a conversation.	Write a letter. a 
4	Choose correct words to fill gaps in a short story and the correct title for the story.	Copy words and tick a box. copy copy  <input checked="" type="checkbox"/>
5	Find words in a story to complete sentences.	Copy 1, 2, 3 or 4 words. copy copy 
6	Choose the right word to fill gaps in a short text.	Copy words. copy copy 
7	Think of words to complete a diary or message text.	Choose and write words. write 

Part 2

– 6 questions –

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



Examples

There are five white towels in the bathroom.

..... yes

The two smallest bears are washing their faces.

..... no

Questions

1 A big brown bear is having a shower.

.....

2 There are some glasses below the mirror.

.....

3 The yellow bear is fatter than the blue bear.

.....

Reading and Writing Part 2


Analyze language and skills

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- Task: Decide if sentences are true or false
- Language required
 - Wide variety of lexis
 - Short descriptive sentences
- Skills required
 - Understanding information at sentence level

Part 2
– 6 questions –

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



Examples

There are five white towels in the bathroom. yes

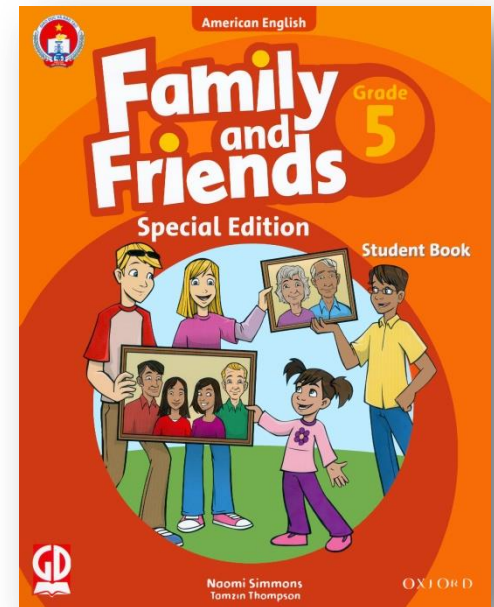
The two smallest bears are washing their faces. no

Reading and Writing Part 2

FAFSE materials and activities

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- Materials
 - Comprehension questions
 - Big pictures with lots of details
- Example activities
 - p. 16: Make T/F sentences from a question
 - p. 12: Tricky True or False



Is Kim going to take a camera?

Kim is going to take a camera.

Is Lam going to take some sunscreen?

Lam is going to take some sunscreen.

Is Mi going to take a toothbrush?

Mi is going to take a toothbrush.

Part 4

– 7 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There is one example.

My name is Daisy. I like toys, but I like books and comics

best. I love stories about men on the moon and about

(1) who live in different countries.

I read a good story yesterday. In this story, a boy climbed

a (2) At the top, there was a lot of snow. It was

evening, but the boy could see the forest below him.

He (3) down on a rock to have a drink and to look

up at all the (4)

But then he (5) something that he didn't understand.

Something very big and round flew quietly and quickly behind a cloud.

What was it? The boy didn't know and he didn't wait to see it again. He

(6) home to his village because he was very afraid.

I wasn't afraid! I enjoyed the story a lot!

example



comics



blankets



ran



children



cooked



stars



saw



sat



mountain

(7) Now choose the best name for the story.

Tick one box.

A boy that Daisy knows

☐

A film that Daisy watched

☐

A story that Daisy liked

☐

Reading and Writing Part 4

Analyze language and skills

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- Task: Cloze
- Language required
 - Very general
- Skills required
 - Reading silently and quickly (timing)
 - Understanding meaning from context

Part 4

– 7 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There is one example.

My name is Daisy. I like toys, but I like books andcomics.....

best. I love stories about men on the moon and about

(1)..... who live in different countries.

I read a good story yesterday. In this story, a boy climbed

a (2)..... . At the top, there was a lot of snow. It was

evening, but the boy could see the forest below him.

He (3)..... down on a rock to have a drink and to look

up at all the (4)..... .

But then he (5)..... something that he didn't understand.

Something very big and round flew quietly and quickly behind a cloud.

What was it? The boy didn't know and he didn't wait to see it again. He

(6)..... home to his village because he was very afraid.

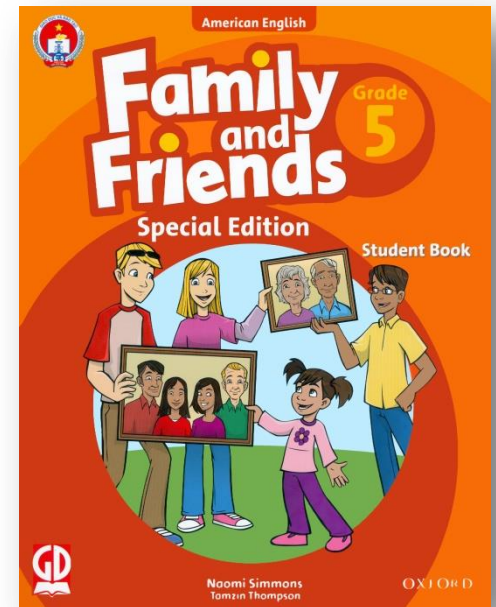
I wasn't afraid! I enjoyed the story a lot!









Reading and Writing Part 4

FAFSE materials and activities

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- Materials
 - Reading texts in Lesson 5 ('Skills Time!')
 - Extensive Reading texts
- Example activities
 - p. 78: Timed repeated reading
 - p. 78: 'Coffee Pot'



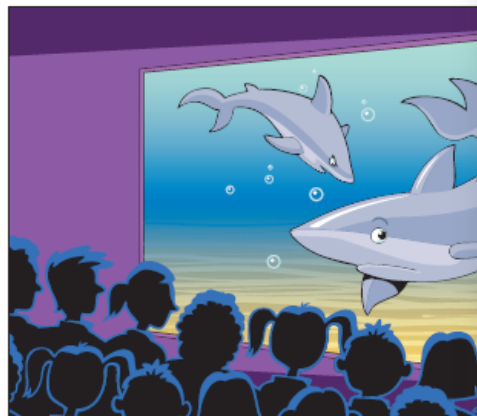
1	Match words with describing sentences.	Copy words. copy copy 
2	Decide if a picture matches sentences about it.	Write yes or no. yes 
3	Choose the correct missing parts of a conversation.	Write a letter. a 
4	Choose correct words to fill gaps in a short story and the correct title for the story.	Copy words and tick a box. copy copy  <input checked="" type="checkbox"/> 
5	Find words in a story to complete sentences.	Copy 1, 2, 3 or 4 words. copy copy 
6	Choose the right word to fill gaps in a short text.	Copy words. copy copy 
7	Think of words to complete a diary or message text.	Choose and write words. write 

Part 5

- 10 questions -

Look at the pictures and read the story.
complete the sentences about the story.
words.

A family holiday



Vicky lives with her parents and her two brothers. Last week, they had a holiday by the sea, but Paul is only five. They went to the cinema and it rained all day. They saw a film about sharks and their teeth. Paul didn't like watching them and he

Examples

Vicky's family went on holiday last

Vicky has two brothers
Paul.

Questions

- 1 The family had a holiday by
- 2 It all day on
and the family went to the cinema.
- 3 Paul didn't enjoy seeing



On Thursday, Paul thought about the film. He didn't want to swim in the sea. He sat on the beach and watched Sam and Vicky. They played in the water. Mum gave Paul an ice cream but he didn't want it. Then Dad said, "Come on Paul! Let's go for a swim." But Paul didn't want to.

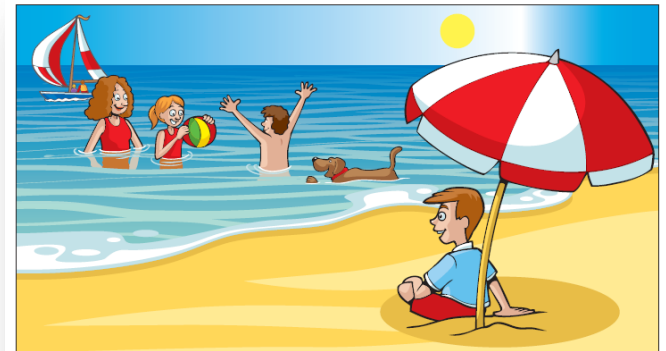
- 4 Sam and Vicky in the sea.
- 5 Paul didn't want the ice cream that his
..... gave him.
- 6 Dad wanted to go for with Paul.

Reading and Writing Part 5

Analyze language and skills

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- Task: Cloze
- Language required
 - Very general
- Skills required
 - Comprehension at text level
 - Flexibility: accepting multiple ways of saying the same thing e.g.
 - Different words (water = sea)
 - Different word order



On Thursday, Paul thought about the film. He didn't want to swim in the sea. He sat on the beach and watched Sam and Vicky. They played in the water. Mum gave Paul an ice cream but he didn't want it. Then Dad said, "Come on Paul! Let's go for a swim." But Paul didn't want to.

4 Sam and Vicky in the sea.

5 Paul didn't want the ice cream that his gave him.

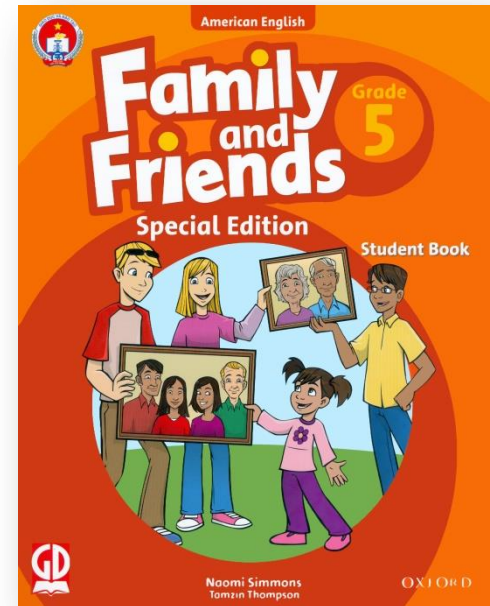
6 Dad wanted to go for with Paul.

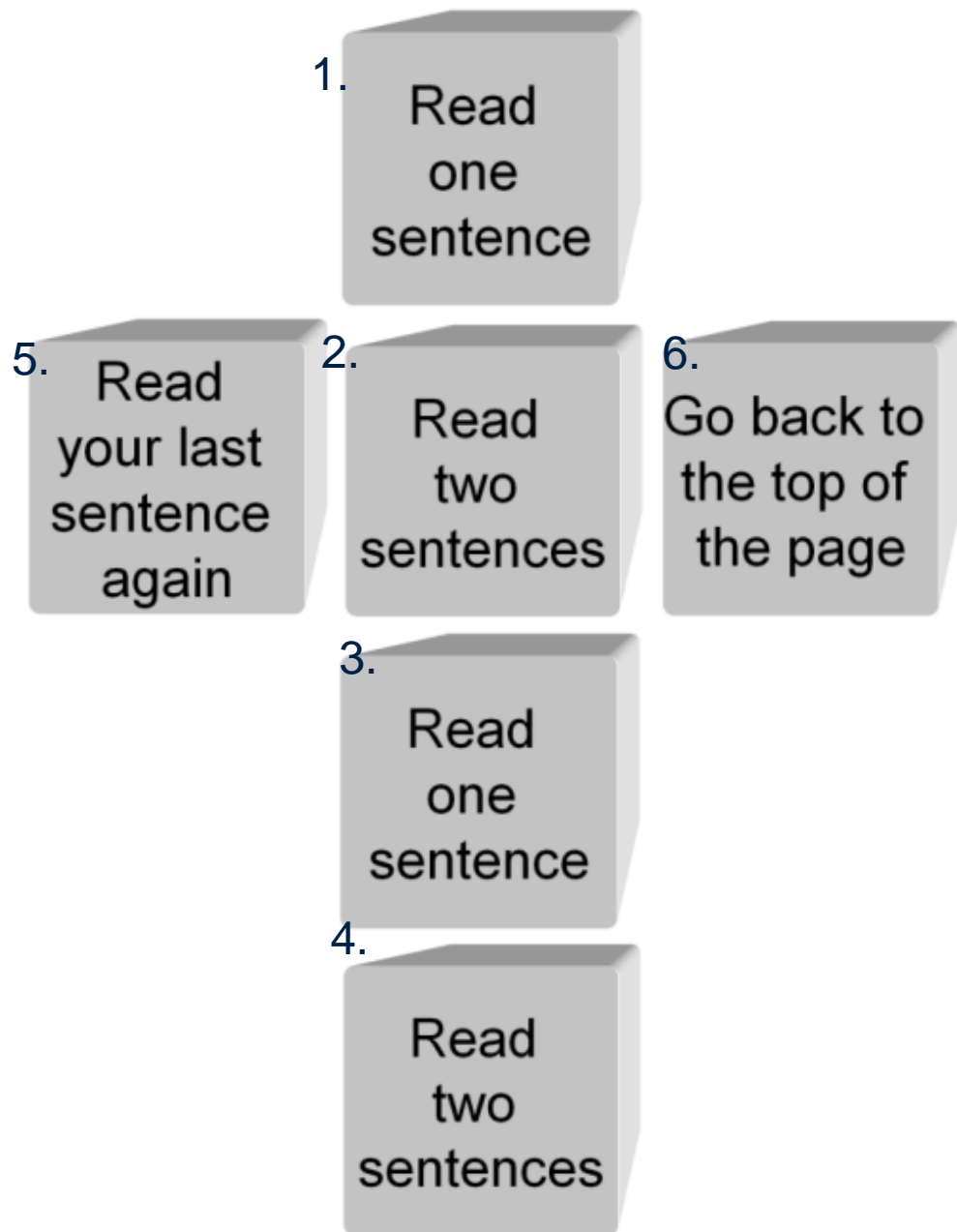
Reading and Writing Part 5

FAFSE materials and activities

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- Materials
 - Reading texts in Lesson 5 ('Skills Time!')
 - Extensive Reading texts
- Example activities
 - p. 78: Dice re-reading game
 - p. 78: Running Dictation



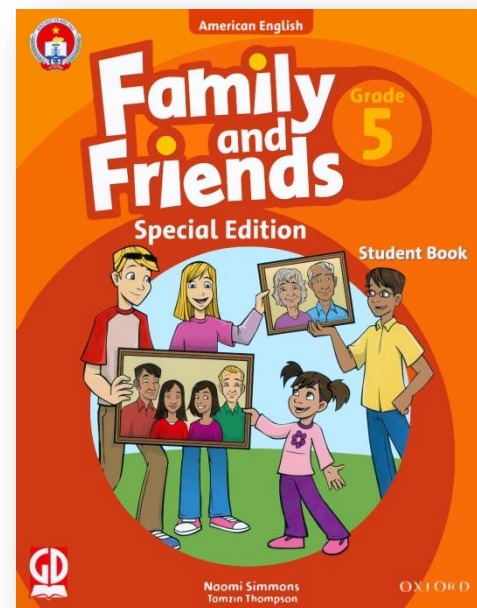


We had a really unusual start to our vacation! My family and I were on a bus to Vung Tau. It was a long journey but it was comfortable and we were happy. Suddenly, we heard a bang. The bus stopped and the driver couldn't start it again.








Reading and Writing Part 5, continued

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- Materials
 - Reading texts in Lesson 5 ('Skills Time!')
 - Extensive Reading texts
- Example activities
 - p. 78: Dice re-reading game
 - p. 78: Running Dictation



1. When we got to town, there was a band playing and people were dancing on a stage.
2. There were lots of beautiful lights decorating the street.
3. All the people in the town said, “Hello”, when they saw all of us.
4. We had some really fresh fruit and they gave us some drinks.

1	Match words with describing sentences.	Copy words. copy copy 
2	Decide if a picture matches sentences about it.	Write yes or no. yes 
3	Choose the correct missing parts of a conversation.	Write a letter. a 
4	Choose correct words to fill gaps in a short story and the correct title for the story.	Copy words and tick a box. copy copy  <input checked="" type="checkbox"/>
5	Find words in a story to complete sentences.	Copy 1, 2, 3 or 4 words. copy copy 
6	Choose the right word to fill gaps in a short text.	Copy words. copy copy 
7	Think of words to complete a diary or message text.	Choose and write words. write 

Part 6

– 5 questions –

Read the text. Choose the right words and write them on the lines.

Cats



Example

Cats have good eyes. They can see very well

1 at night. cats climb trees and eat meat.

They can move very quietly and catch animals. Then they eat

2 them. They have strong teeth. There

small cats and big cats like lions and tigers. Only tigers live

3 the jungle. Lions don't. Some people go

and see lions and tigers at the zoo. A lot of people have small

4 cats in homes. These cats are pets.

5 People them because they are beautiful.

Example

had

have

has

1

All

Every

Any

2

am

are

is

3

at

on

in

4

your

their

our

5

like

liking

likes

Reading and Writing Part 6

Analyze language and skills


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- Task: Cloze
- Language required
 - Grammatical form
 - Prepositions
- Skills required
 - Dealing with longer texts (reading quickly)
 - Choosing correct grammatical form

Part 6
– 5 questions –

Read the text. Choose the right words and write them on the lines.

Cats



Example Cats have good eyes. They can see very well at night. cats climb trees and eat meat. They can move very quietly and catch animals. Then they eat

1 them. They have strong teeth. There small cats and big cats like lions and tigers. Only tigers live

2 the jungle. Lions don't. Some people go and see lions and tigers at the zoo. A lot of people have small

3 cats in homes. These cats are pets.

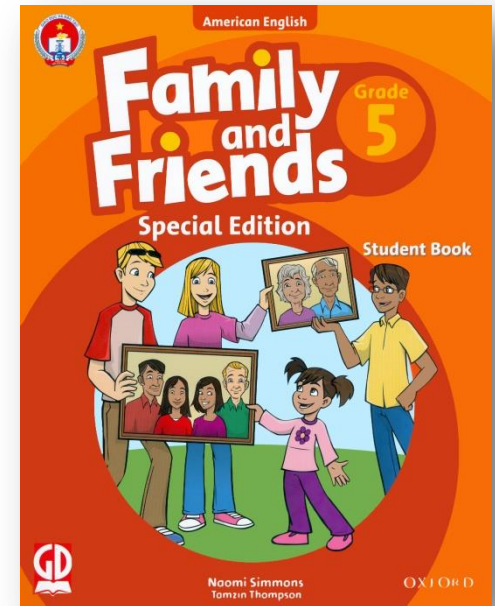
4 People them because they are beautiful.

Reading and Writing Part 6

FAFSE materials and activities

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- Materials
 - Lesson 2 ('Grammar')
 - Any reading texts
- Example activities
 - p. 43: Adapting grammar exercises
 - p. 12: Re-grammarization



Difficult:

thousands years ago mayans used bark
hamack trees make special kind bed

beds hammocks

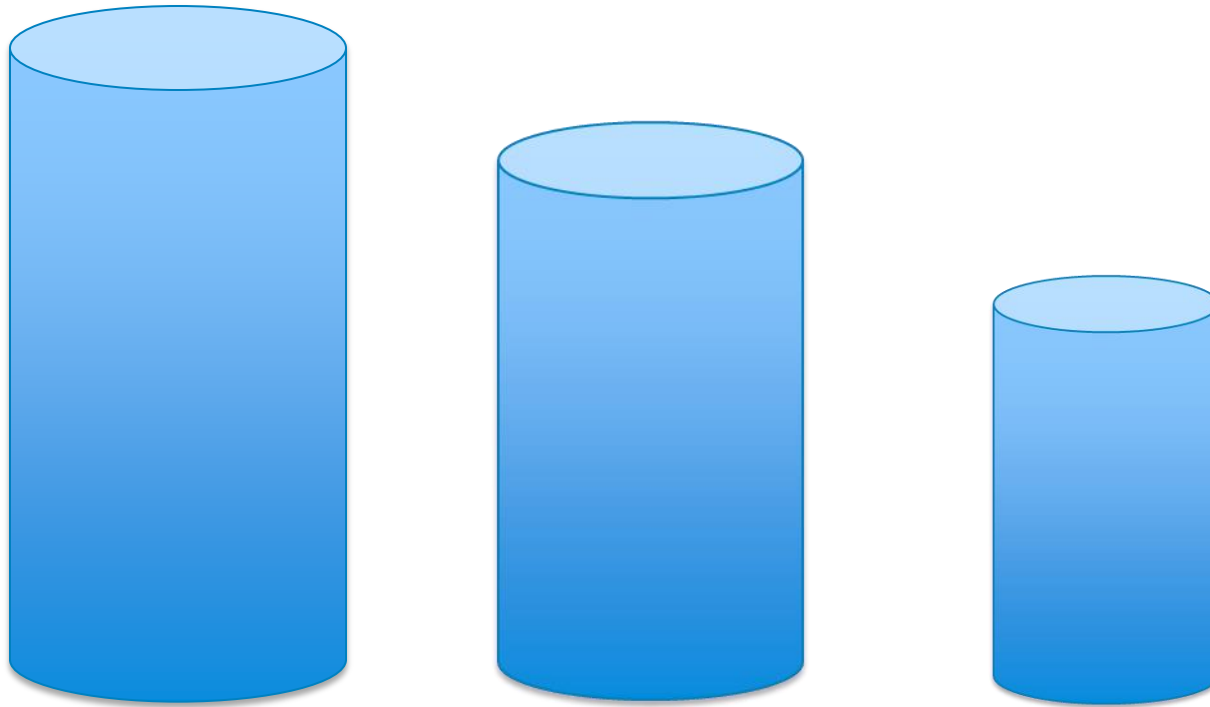
people used sit sleep light easy carry

mayans often moved place place didn't want
carry heavy things

Easier:

Thousands _____ year ago _____ mayans used
_____ bark _____ hamak tree....

Put yourself in order



YLE Flyers: Speaking

Speaking 7-9 minutes

1	Find differences between two pictures (objects, colours, numbers, positions, actions etc.).	Say what is different.
2	Ask for and give information about two similar situations.	Ask and answer questions.
3	Talk about pictures that tell a story.	Say sentences.
4	Answer questions about you.	Give short answers.



In the Speaking test:





- Examiners are helpful and friendly. They are experienced and encouraging people. Candidates should try to relax and enjoy this part of the test. Suggest they try to use phrases that they know for communicating, for example, 'Good morning', 'Pardon?' 'Yes, please', and 'thank you'.
- If candidates don't understand something, they can ask the examiner to repeat what they said. Suggest they say: 'Sorry, can you say that again?'

Movers Speaking

Summary of Procedures

The usher introduces the child to the examiner. The examiner asks how old the child is.

- 1 The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'This is a bird but this is a cat.'

1	Find differences between two pictures (objects, colours, numbers, positions, actions etc.).	Say what is different.	
2	Ask for and give information about two similar situations.	Ask and answer questions.	
3	Talk about pictures that tell a story.	Say sentences.	
4	Answer questions about you.	Give short answers.	

Speaking Part 1

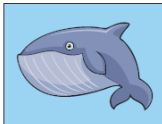



Analyze language and skills

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- Task: Find and describe differences
- Language required
 - Descriptive sentences
- Skills required
 - Speaking sentences
 - Ability to describe (link language to image)

Part 1
– 6 questions –

Look and read. Choose the correct words and write them on the lines.

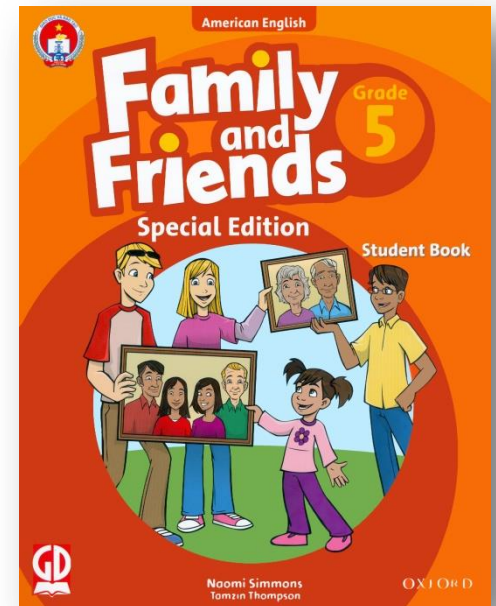
 a whale	 coffee
 a shoulder	 an elephant
 soup	 a stomach
 milk	 a bat





Speaking Part 1

FAFSE materials and activities

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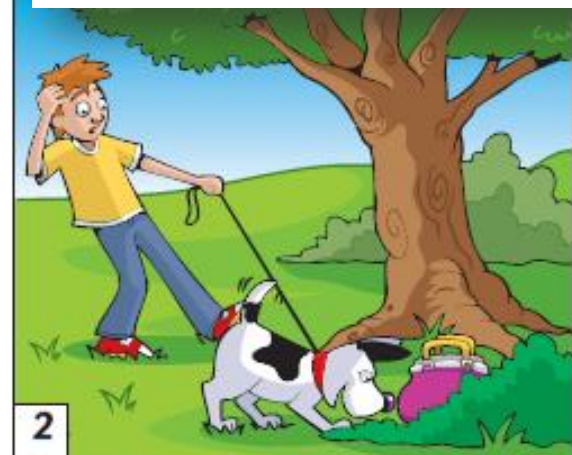
- Materials
 - Lesson 6 ‘Listening’ pictures with Audio CD
 - Any big pictures
- Example activities
 - p. 34: Expanding sentences
 - p. 34: Drawing dictation



1	Find differences between two pictures (objects, colours, numbers, positions, actions etc.).	Say what is different.	
2	Ask for and give information about two similar situations.	Ask and answer questions.	
3	Talk about pictures that tell a story.	Say sentences.	
4	Answer questions about you.	Give short answers.	



- 2 The examiner tells the child the name of the story and describes the first picture e.g. 'Fred is sad. He can't play football. His ball is very old. His mum's saying, "Take the dog to the park."' The examiner then asks the child to continue telling the story.



Speaking Part 3


Analyze language and skills

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- Task: Tell a story
- Language required
 - Short, descriptive sentences
- Skills required
 - Describing what people are doing, how they feel etc.
 - Just describing everything you see is a good attempt

Part 1
– 6 questions –

Look and read. Choose the correct words and write them on the lines.

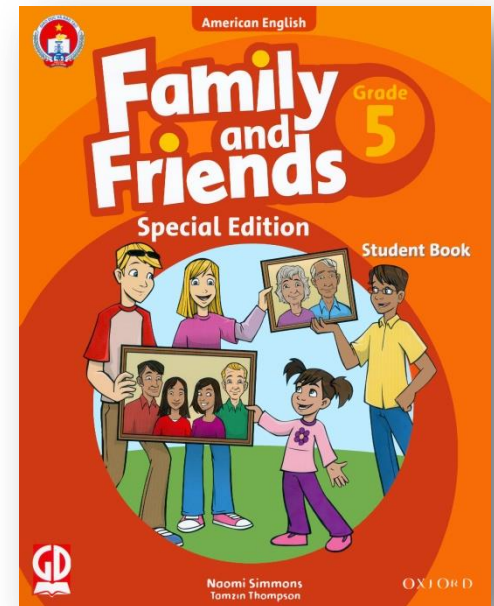
 a whale	 coffee
 a shoulder	 an elephant
 soup	 a stomach
 milk	 a bat

Speaking Part 3

FAFSE materials and activities

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- Materials
 - Lesson one stories
 - Any pictures with people in them
- Example activities
 - p. 52: Question prompts
 - p. 18: Stepping stones



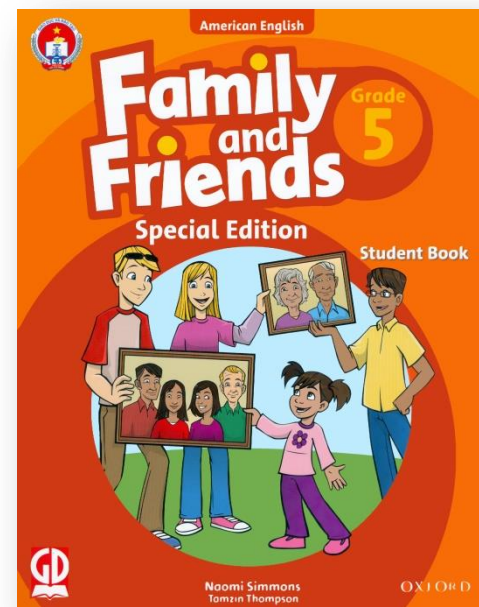
- Who is he/she?
- How does he/she feel? Why?
- What is he/she doing? Why?
- What is he/she saying? Why?

Speaking Part 3, continued

FAFSE materials and activities

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- Materials
 - Lesson one stories
 - Any pictures with people in them
- Example activities
 - p. 52: Question prompts
 - p. 18: Stepping stones









Nha
Trang

go to the
beach

lots of
things to
do

the food

wants to
buy a
present

1	Find differences between two pictures (objects, colours, numbers, positions, actions etc.).	Say what is different.	
2	Ask for and give information about two similar situations.	Ask and answer questions.	
3	Talk about pictures that tell a story.	Say sentences.	
4	Answer questions about you.	Give short answers.	

- 4 The examiner asks questions about the child, e.g. 'Who's the youngest in your family?'

Speaking Part 4

Analyze language and skills

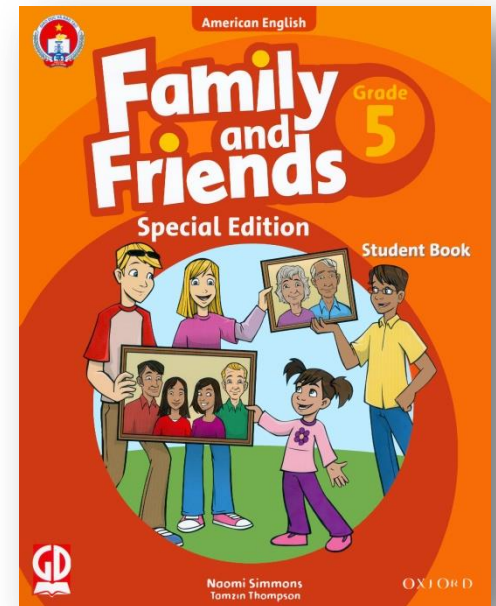
- Task: Answer personal questions
- Language required
 - Nothing specific
- Skills required
 - Giving personal information
 - Having a go! (Just say something!)

Speaking Part 4

FAFSE materials and activities

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- Materials
 - Lesson 6: ‘Speaking’ and ‘Writing’
- Example activities
 - p. 47: Topic talk
 - p. 47: Change your face!



Teaching for test success

How we'll do this

- Introduction: teaching & test preparation
- CYLE test overview – general teaching tips
- **Section-by-section teaching guide**
 - What **language** and **skills** are required?
 - What **activities** will help students to improve these?
 - How can we use **FAFSE** to practice these?
- Apply methods to the TOEFL Primary

Preparing for the *TOEFL*[®] *Primary*[™] Tests

The *TOEFL*[®] *Primary*[™] tests are meant to help young students show what they have accomplished as language learners. To ensure that taking the *TOEFL Primary* tests is a rewarding and motivating experience, we encourage teachers, parents and students to review the sample questions below to familiarize themselves with the test format and content.

ETS is currently developing additional resources to help students get ready to take the *TOEFL Primary* tests.

ETS Home > TOEFL Primary > Preparing for the Tests

Preparing for the *TOEFL*[®] *Primary*[™] Tests

About the TOEFL Primary Tests

Test Content

➤ Preparing for the Tests

English Learning Center

Scoring and Reporting

The *TOEFL*[®] *Primary*[™] tests are meant to help young students show what they have accomplished as language learners. To ensure that taking the *TOEFL Primary* tests is a rewarding and motivating experience, we encourage teachers, parents and students to review the sample questions below to familiarize themselves with the test format and content.

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Teaching for test success

Analytical process

1. Study the test yourself

2. Analyze language, skills tested in each section

3. Find or design classroom activities to train the same language and skills

4. Find material in your coursebook to train these skills / fit these activities

5. Familiarize students with the test format

Teaching for test success

Essential ingredients

- **Language Knowledge**
(vocab + grammar)
- **Communication Skills**
(R/W/L/S)
- Familiar with **test format**
- **Willing to 'have a go'** not
fear of making mistakes



Our agenda

Grade 5

- Localization: Changes from FAF > FAFSE
- Correlating FAFSE with Cambridge YLE and TOEFL Primary
- How to teach English effectively to prepare your students for international test success

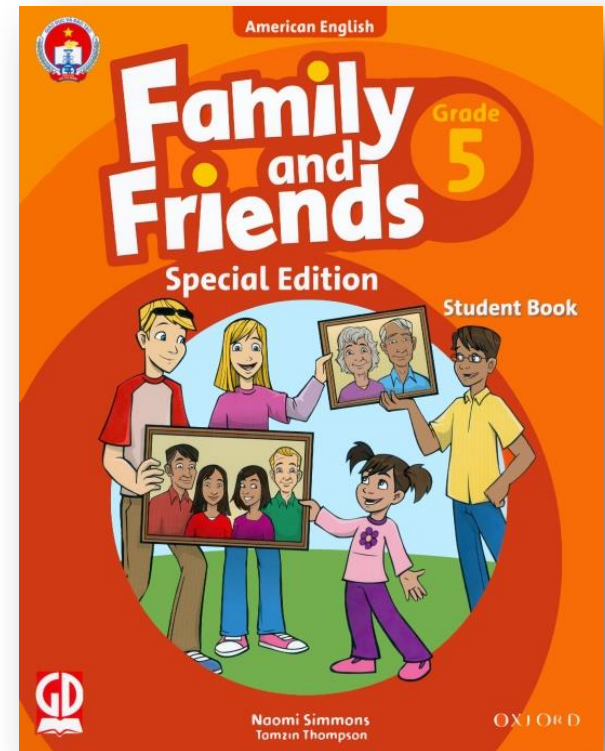
FAFSE

Grade 5

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Family and Friends

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- Join Oxford Teacher's club
- Find the activities!

Thank you!

Teaching English for Test Success

elizabeth.edwards@oup.com

Tongue Twister Challenge

Face your partner. Choose a tongue twister.
Take turns, saying it as fast as you can each time.

1. She sells seashells
2. Five fresh fish
3. Proper coffee pot

