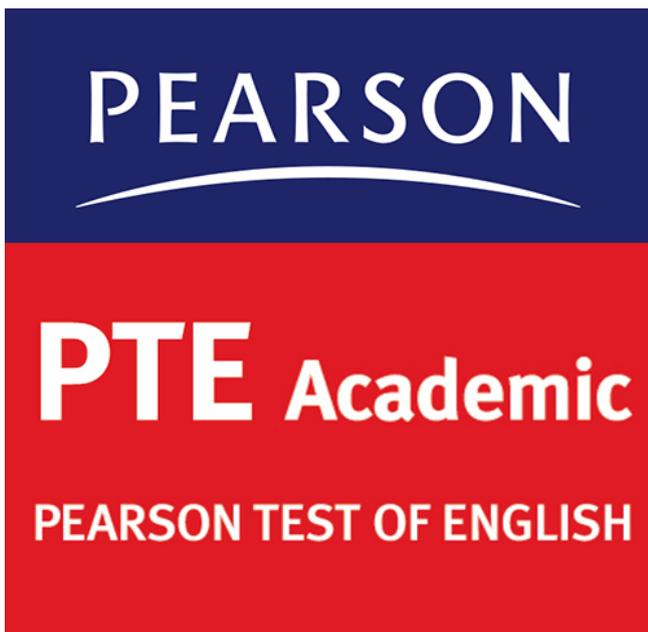


P T E
Pearson Test of
English Young
Learners
Firstwords

JUNE 2011

Past Papers



Good luck!

Good luck!

Good luck!

Good luck!



Hello kids, hello boys and girls. Today's test is Firstwords. Tasks One and Two are listening. Good luck and have fun!!

1. Task One: Home from School (16 marks)

Sophie comes home from school and talks to Ben and her mum. Listen to their conversation and put a cross (X) in the correct box under each question. The first one is an example.

You will hear the conversation twice. Listen carefully!

Example: Who is in the living room?



A

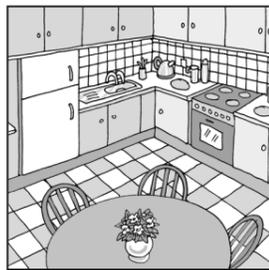


B

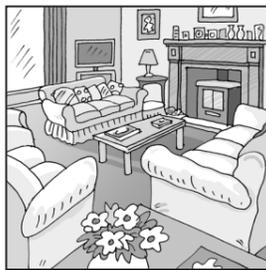


C

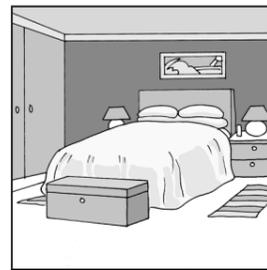
1. Where is Sophie's mum?



A



B



C

2. What is Sophie's mum doing?



A



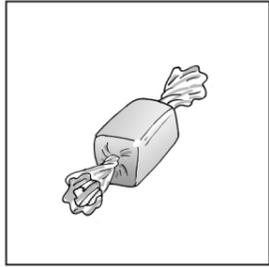
B



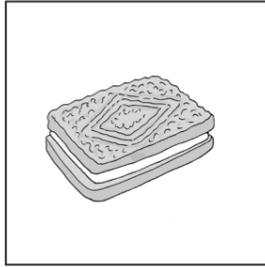
C



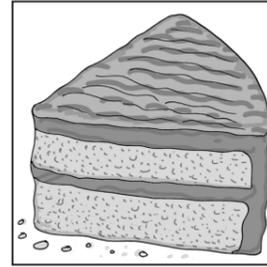
3. What is Ben eating?



A

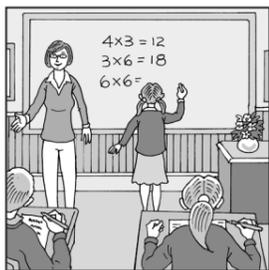


B

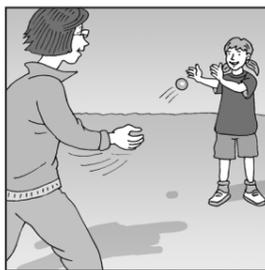


C

4. Which is Mrs Green's lesson?



A

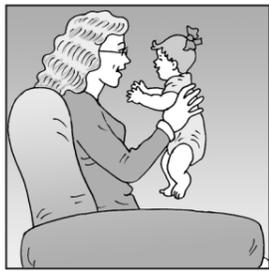


B



C

5. What is Mrs Smith doing now?



A



B



C

6. When is Mrs Brown's drawing lesson?

Today

A

Tomorrow

B

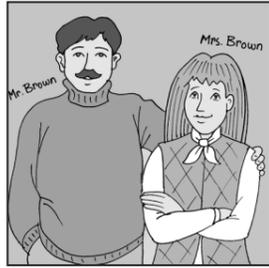
Day after tomorrow

C



Leave blank

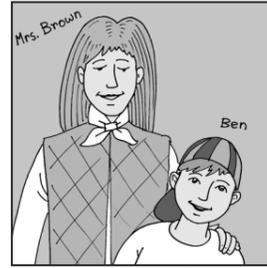
7. Who can go to the school show with Mrs Brown?



A

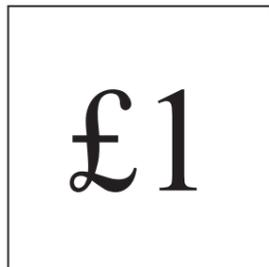


B



C

8. How much is Mrs Brown's ticket for the show?



A



B



C

(Total 16 marks)

Task 1



2. Task Two: At the School Show (14 marks)

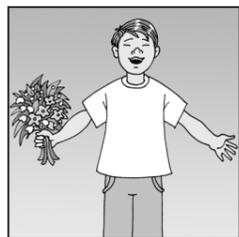
Mrs Brown and Ben are at the school show. Listen to their conversation and draw a line from the name of the person to the correct picture of Sophie's friends. The first one is an example.

Be careful. There are two extra pictures.

You will hear the conversation twice. Listen carefully!



(example) Sophie



Ashraf



Martina



Josh



Mark



Kirsty



Harriet



Sam



Task 2

(Total 14 marks)

THAT IS THE END OF THE LISTENING TASKS. NOW GO ON TO TASK THREE.



3. Task Three: Sophie Talks to Ben (10 marks)

Sophie talks to Ben about her new music teacher, Mrs Green. Draw a line from Ben's questions to Sophie's answers. The first one is an example.

Be careful. There is one extra answer.



Example: Do you like Mrs Green, Sophie?

Tomorrow at ten in the morning.

1. How old is Mrs Green?

English isn't my favourite lesson.

Yes, she's a fantastic teacher.

2. Can she play the guitar?

Yes, but I like maths, too.

3. When is your next piano lesson?

It's a long way from us, next to the museum.

4. Is music your favourite lesson at school?

Yes, and she can sing well, too.

5. Where is Mrs Green's house, Sophie?

I'm not sure but she's not very old.

Task 3

(Total 10 marks)



4. Task Four: At Mrs Green's House (10 marks)

Look at the pictures of Sophie's visit to Mrs Green's house. Draw a line from each picture to the correct sentence. The first one is an example.

Be careful. There is one extra sentence.



Do you want some?
It's very good.

This is a photo of me.
I'm six.

→ Hello, Sophie, this
is Emma.

Can I ride it, please?

Look at these great
bikes!

Can you take a photo
of us?

Let's play badminton.
It's nice now.



Task 4

(Total 10 marks)



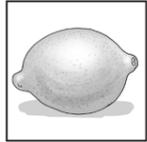
5. Task Five: Things in Mrs Green's House (16 marks)

Sophie sees many things in Mrs Green's house. Draw a line from the pictures of the things to the words. The first one is an example.

Be careful. There are two extra words.



stairs



apple



train



desk

computer



lemon



magazines



mouse



trainers



pineapple

bath

Task 5

(Total 16 marks)



Leave blank

6. Task Six: My New Music Teacher (14 marks)

Sophie writes in her diary about Mrs Green. Help her to finish and write the missing words. Use the words in the box at the bottom of the page. Be careful. You do not need all of them. The first answer is an example.

There is a new teacher in our **(example)** **school** Her

(1) is Mrs Green. She **(2)** my new music teacher. She's very friendly. I like **(3)** very much. She can **(4)** the piano and the guitar. Mrs Green's house is **(5)** very big. **(6)** are two bedrooms, a living room, a kitchen and a bathroom. The garden is small too, **(7)** there are nice trees and flowers in it.

has	is	play	not	her	colour
There	school	but	They	name	

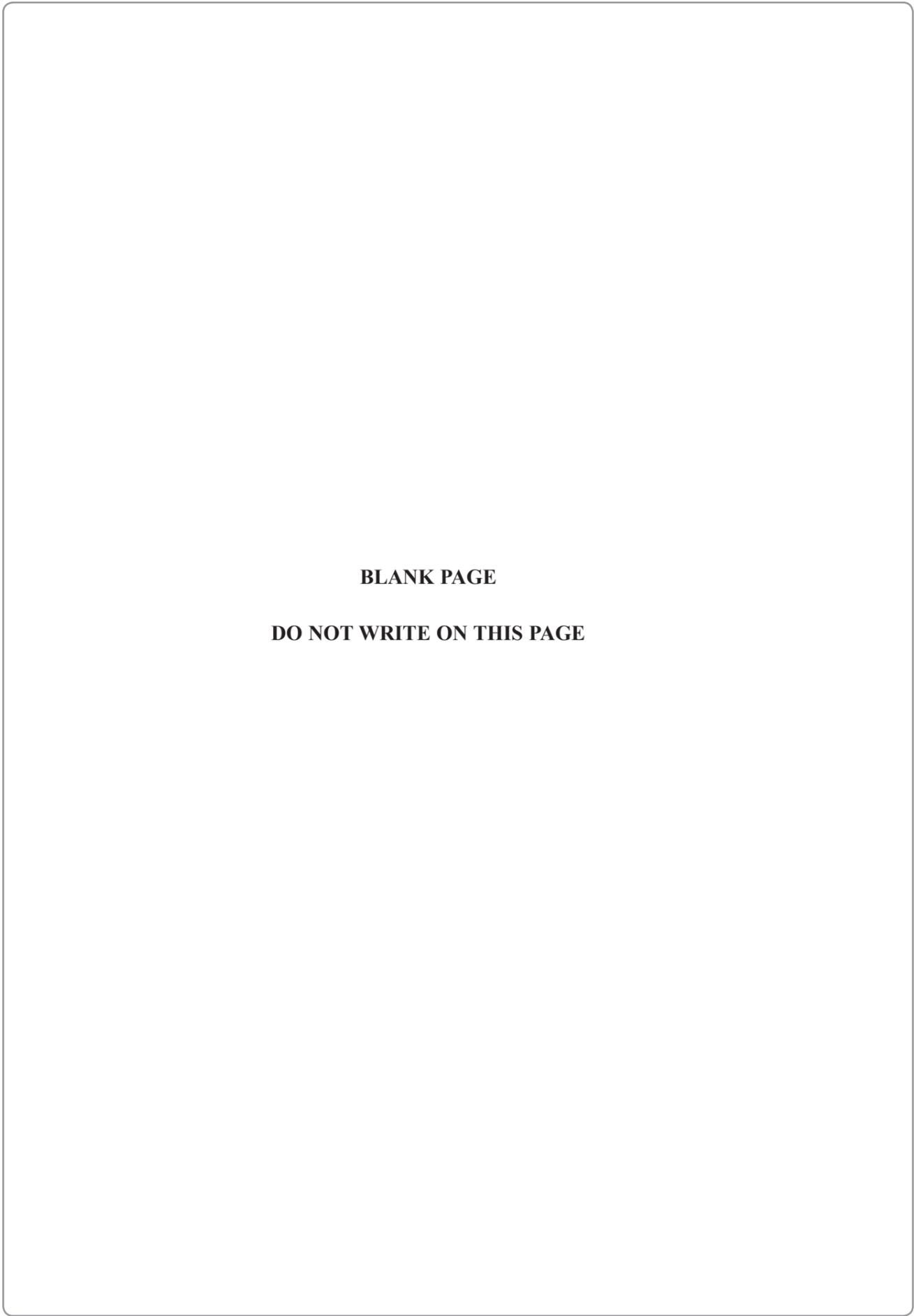
Task 6

(Total 14 marks)

TOTAL FOR PAPER: 80 MARKS

THAT IS THE END OF THE TEST



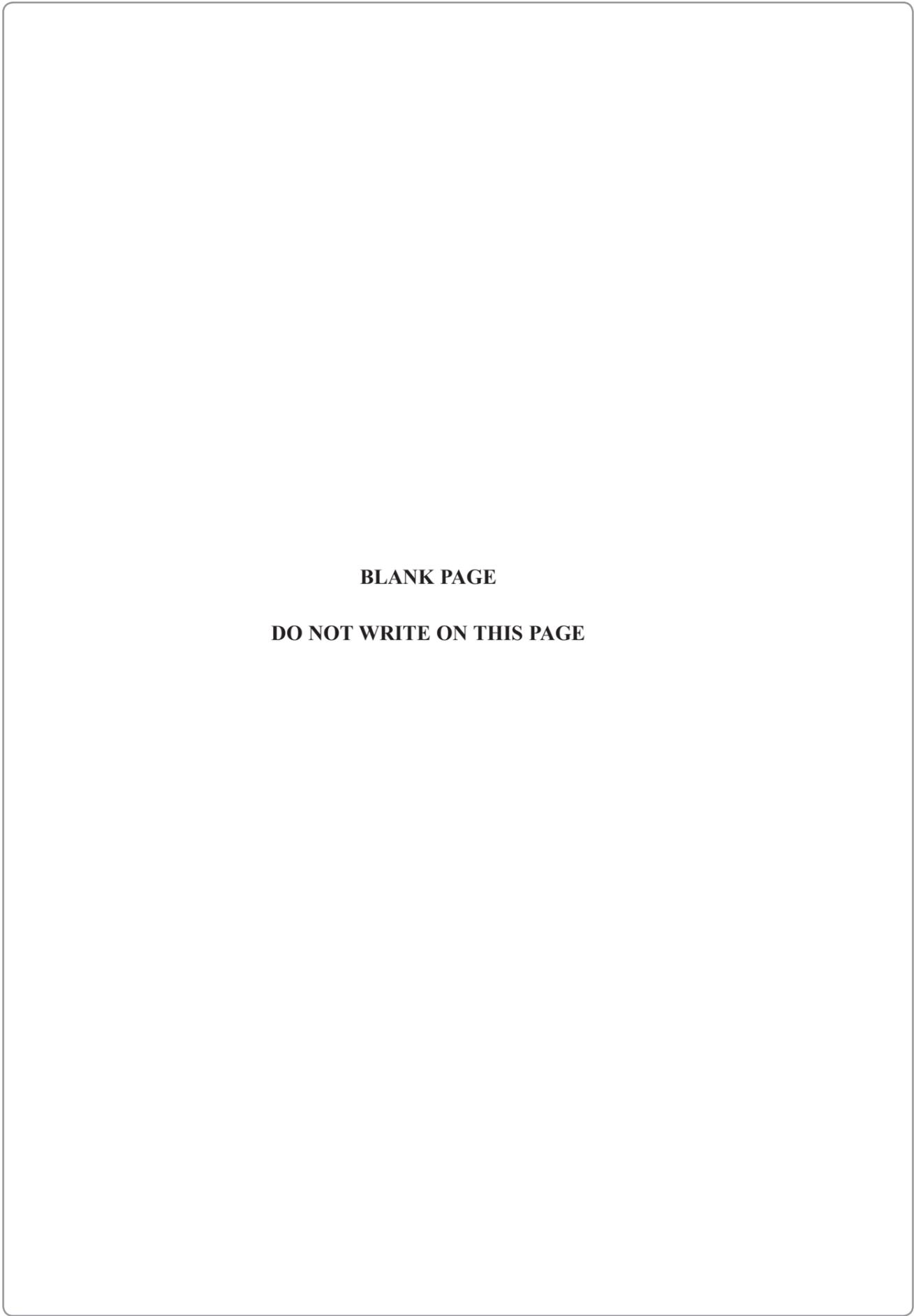


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P 3 9 7 0 4 A 0 1 1 1 2





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Paper Reference(s)

4181, 4182, 4183, 4184

PTE

Pearson Test of English

Young Learners

Instructions for PTE Young Learners

Oral Examiners

June 2011

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Turn over

Pearson Test of English Young Learners

Instructions for the Oral Examiner

Before conducting the oral test the oral examiner must read the guidance notes inside the current version of the booklet “PTE Young Learners Oral Examination Guide”. This booklet will be sent to the test centre by email, three weeks before the date of the written examination. If you have any queries, please contact Language Testing Division of Pearson by emailing pltsupport@pearson.com.

Oral Test

The oral test is a compulsory part of the Pearson Test of English Young Learners. Candidates are examined in groups of five by a trained oral examiner who acts as both interviewer and assessor. At each level the oral test lasts 20 minutes and consists of two 10-minute tasks which focus on the language of the level being tested. The oral accounts for 20 marks.

Stages of the Exam

- The candidates do the board game.
- The candidates take turns picking a card from the pack of topic cards and talking about the topic written on it. After each mini-presentation the other candidates and, if needed, the examiner asks the speaker some questions about the topic.

Task 1: The Board Game

- Required: the board game itself (please cut out the squares from the card provided), dice, five coloured counters.
- Lay out the cards in a circle, a line or S-shape.
- Establish the order of turn taking. (E.g. each candidate rolls the dice and the highest scorer goes first).
- The first candidate rolls the dice and moves the appropriate number of squares. The examiner directs the candidate to address the question to another candidate, referred to by name (e.g. “Ask Fatima”). The candidate then reads out the question and the designated candidate answers it. The square is then turned face down to remove it from the game. The turn passes to the next candidate.
- When moving their counters, candidates should count the squares **in English**.
- Each candidate should respond to at least two questions.

The test is over when each candidate has responded to at least two questions. The game should last no longer than 10 minutes for a group of five candidates.

Task 2: Short Talks

The pack of topic cards is placed face down in the middle of the playing area. The first candidate turns over a card and reads the topic written on it. He or she then speaks about that topic for one minute. At the end of one minute the examiner asks the candidate to stop and invites the other candidates to ask follow-up questions, which the first candidate answers. This continues for one minute (giving the candidate a total turn of two minutes’ duration). If the other candidates cannot think of any questions, or if they dry up before the minute is up, the examiner should ask questions. The turn then passes to the next candidate.

PLEASE PHOTOCOPY ONE SHEET PER CANDIDATE

Pearson Test of English Young Learners

Speaking Assessment Sheet

Level: _____ Syllabus Code: _____

Exam Date: _____

Centre Number: _____

Candidate Number: _____

Candidate Surname: _____

Candidate Name: _____

Please fill in each space with a mark between 0 and 5.
Remember that 0 is the lowest possible mark and that 5 is the highest possible mark.

Assessment of Test Performance

Board Game

1. Student uses appropriate vocabulary and grammar sufficiently accurately for the level.
(5 marks) _____
2. Student pronounces sounds and words acceptably well to achieve understanding.
(5 marks) _____

Short Talk

3. Student uses appropriate vocabulary and grammar sufficiently accurately for the level.
(5 marks) _____
4. Student pronounces sounds and words acceptably well to achieve understanding.
(5 marks) _____

Total Mark (out of 20) _____

Examiner's Signature: _____

Completed forms and corresponding recordings should be returned to:
PLT Operations Team, 80 Strand, London, WC2R 0RL.

CRITERIA FOR ASSESSMENT OF TEST PERFORMANCE

Award up to 5 marks for usage of grammar and vocabulary and up to 5 marks for pronunciation based on the criteria below. Award the number of marks given for the description which most closely fits the student in question. Always bear in mind the PTE Young Learners level at which the student is being tested and refer to the syllabus for information regarding grammar and expected vocabulary knowledge for the level.

Grammar and vocabulary usage	Pronunciation
<p>5 marks Student has excellent range of both vocabulary and grammar used accurately and appropriately. Errors are rare and found only in low frequency lexis and when using more complex grammatical forms.</p>	<p>5 marks Student has excellent pronunciation demonstrating awareness of intonation patterns required for asking questions as well as of sentence and word stress and individual sounds.</p>
<p>4 marks Student has good lexical and grammatical range but there may be occasional errors. It may be that one of grammar or vocabulary is a little weak but that the other compensates for this. Errors do not impede understanding.</p>	<p>4 marks Student has good pronunciation which can be readily understood by listeners despite some lapses in pronouncing individual words and problems with stress and intonation.</p>
<p>3 marks Errors in both grammar and vocabulary are evident, but the student has enough knowledge in these areas to communicate and there is little need for clarification.</p>	<p>3 marks There are some mispronunciations at word and sentence levels but in general listeners do not have any great problems. It may be that repetition is needed on occasion.</p>
<p>2 marks Despite occasional good usage, grammar and vocabulary choice is frequently incorrect and this causes problems for the listeners as well as misunderstandings.</p>	<p>2 marks Frequent errors in various aspects of pronunciation result in misunderstanding and / or make it necessary for listeners to ask for repetition.</p>
<p>1 mark Although there is knowledge of individual items of vocabulary and some grammar, these are so limited that only rarely is real communication possible.</p>	<p>1 mark Although the student utterances can be recognised as English, they are so difficult to follow that communication breaks down.</p>
<p>0 mark No useful knowledge of grammar or vocabulary at the required level.</p>	<p>0 mark Pronunciation not recognised as English discourse.</p>

Paper Reference(s)

4181

P T E

**Pearson Test of English
Young Learners
Firstwords**

**Oral Examination
Boardgame**

JUNE 2011

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How many rooms are there in your house?



FW(A)

What have you got in your bedroom?



FW(A)

How many people are there in your family?



FW(A)

Where are your mum and dad now?



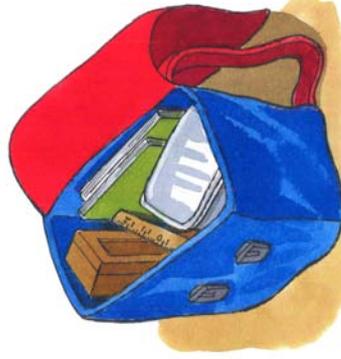
FW(A)

What colour is your school bag?



FW(A)

What have you got in your school bag?



FW(A)

What animals can you draw?



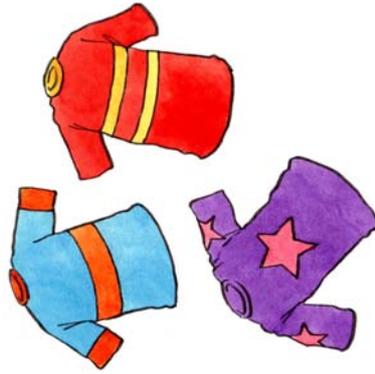
FW(A)

What sports can you play?



FW(A)

What colour is your favourite T-shirt?



FW(A)

What is your favourite day?

Mon	Tue	Wed	Thu	Fri	Sat	Sun
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FW(A)

Where can you listen to music in your house?



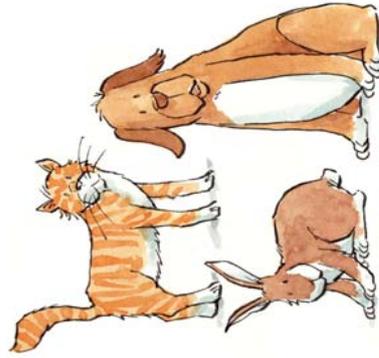
FW(A)

How many brothers and sisters have you got?



FW(A)

What is your mum's favourite animal?



FW(A)

What is your favourite hobby?



FW(A)

What lessons have you got today?



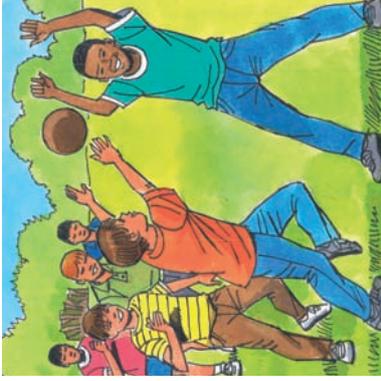
FW(A)

How many desks
are there in your
classroom?



FW(A)

Where can you play
with your friends?



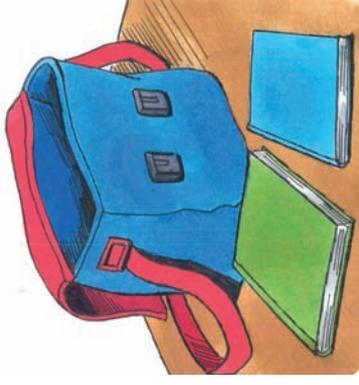
FW(A)

What colour are your
shoes?



FW(A)

How many books are
there in your school
bag?



FW(A)

Pearson Test of English Young Learners

Oral Examination

Oral Tests – Firstwords
Candidate's Topic Card
June 2011

Firstwords – Topic Card 1

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My Favourite Singer

Firstwords – Topic Card 1

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June 2011

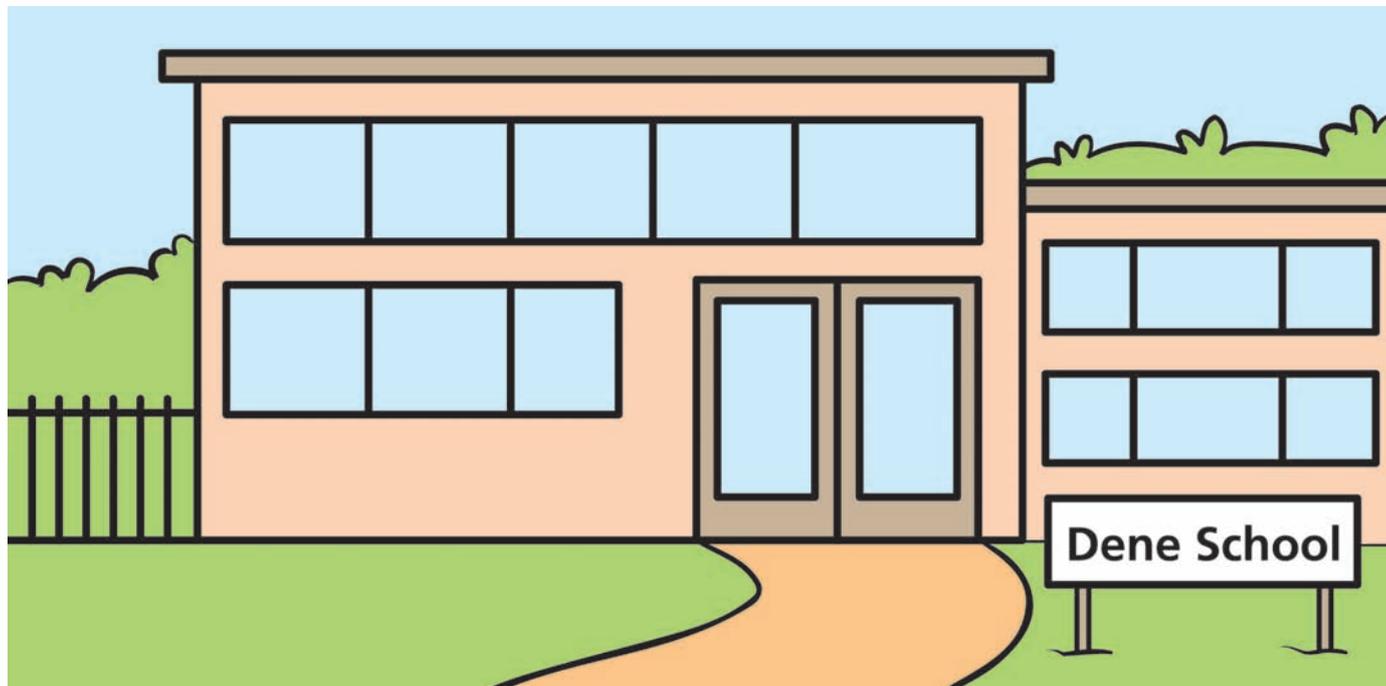
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My School

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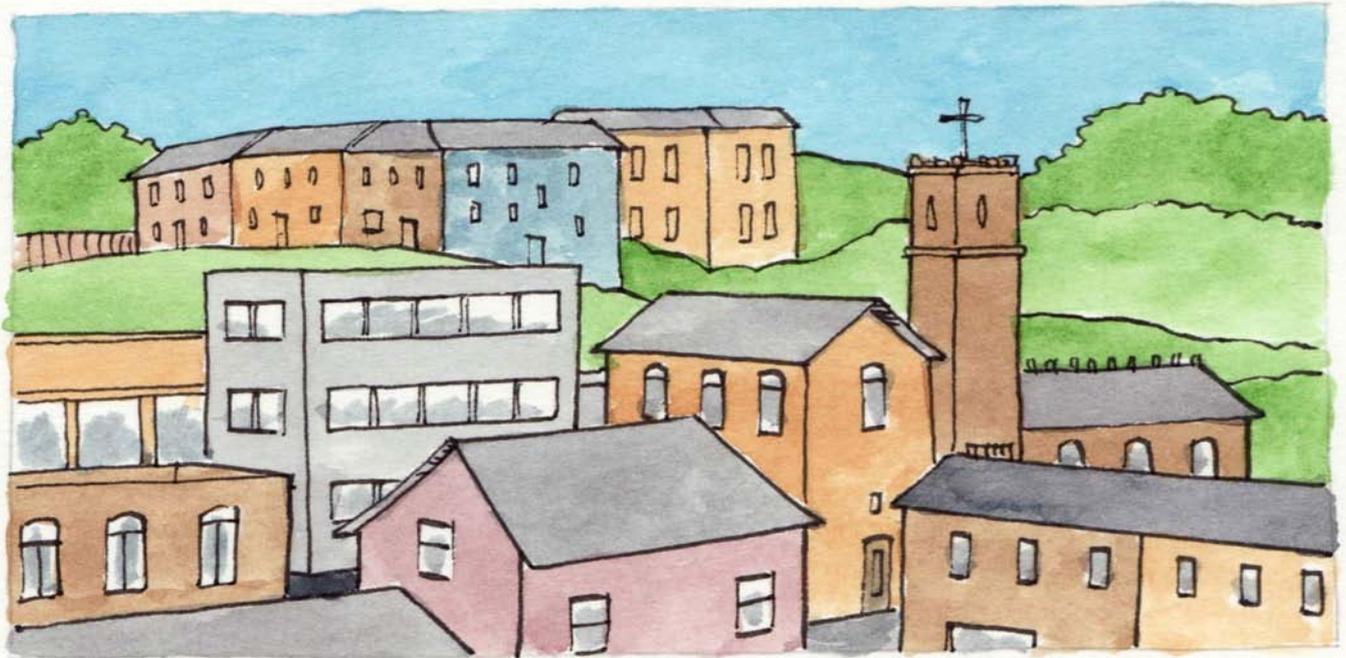
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My Town (City)

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My Street

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Oral Examination

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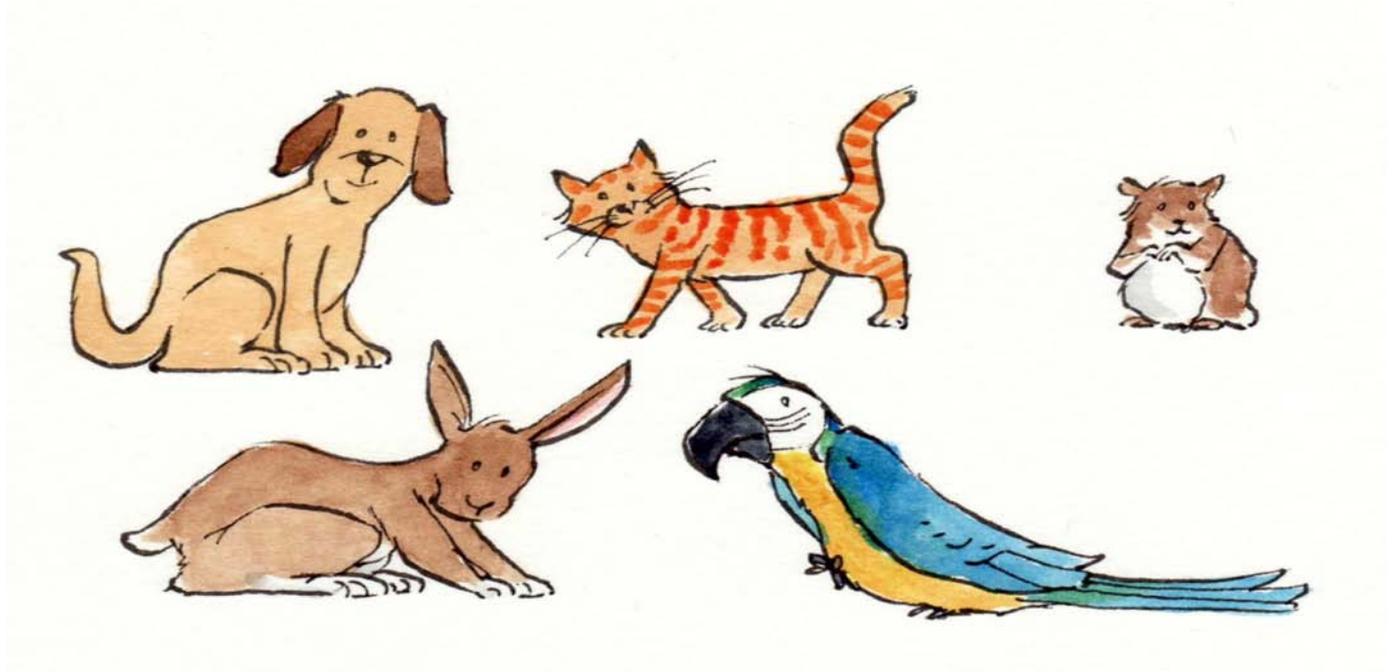
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My Friends' Pets

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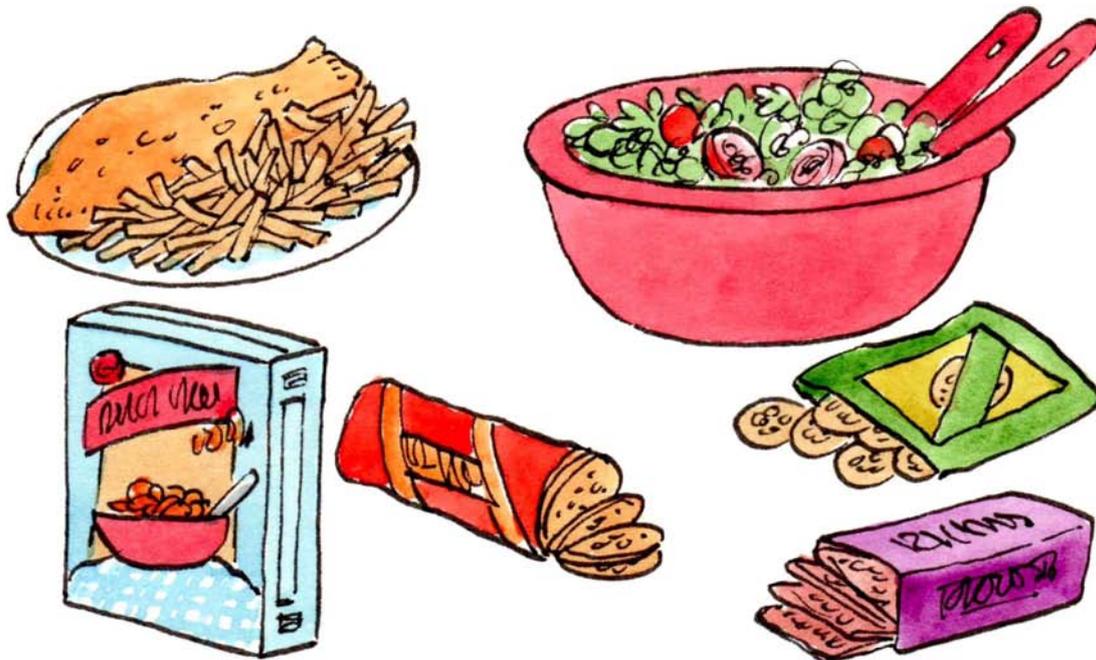
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Food in the House

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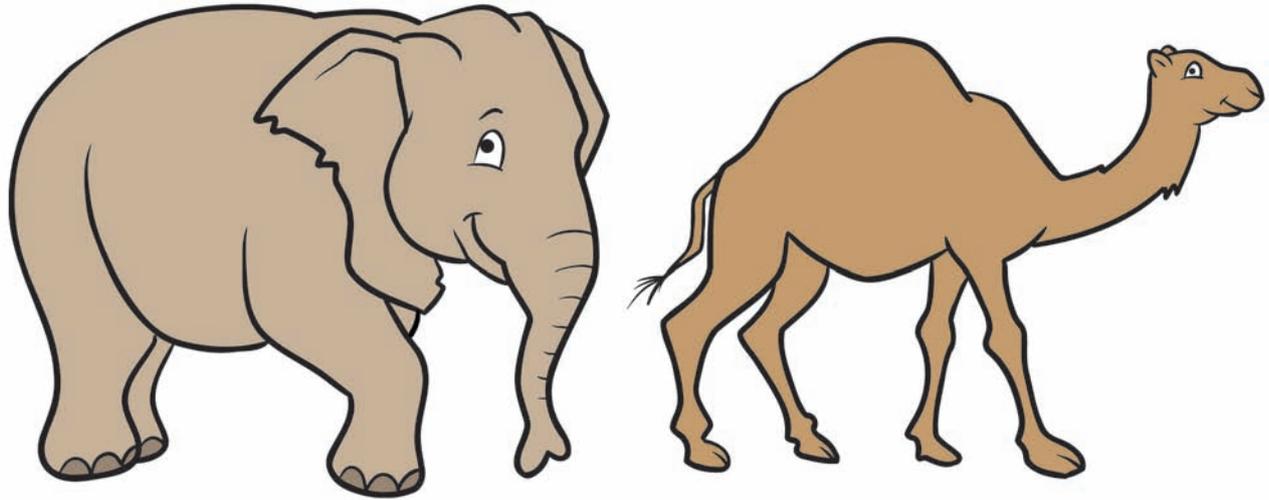
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A Big Animal

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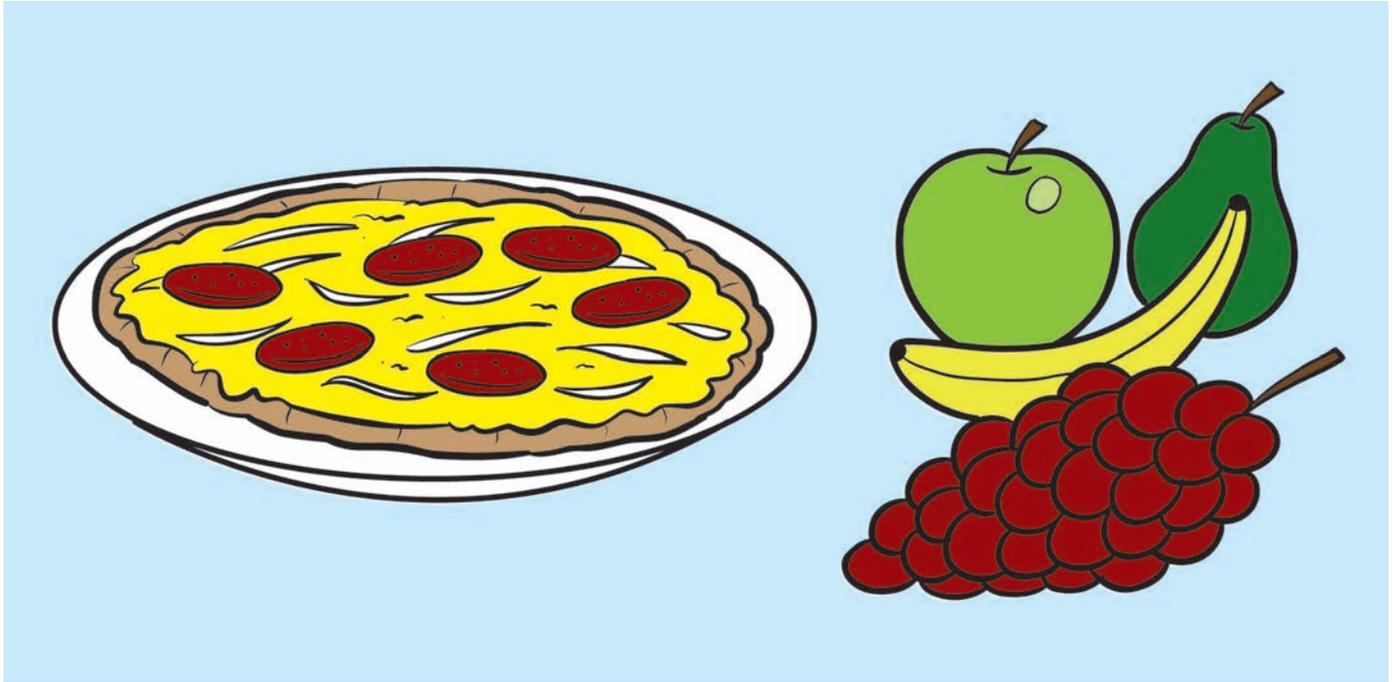
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My Favourite Food

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My Favourite Toy

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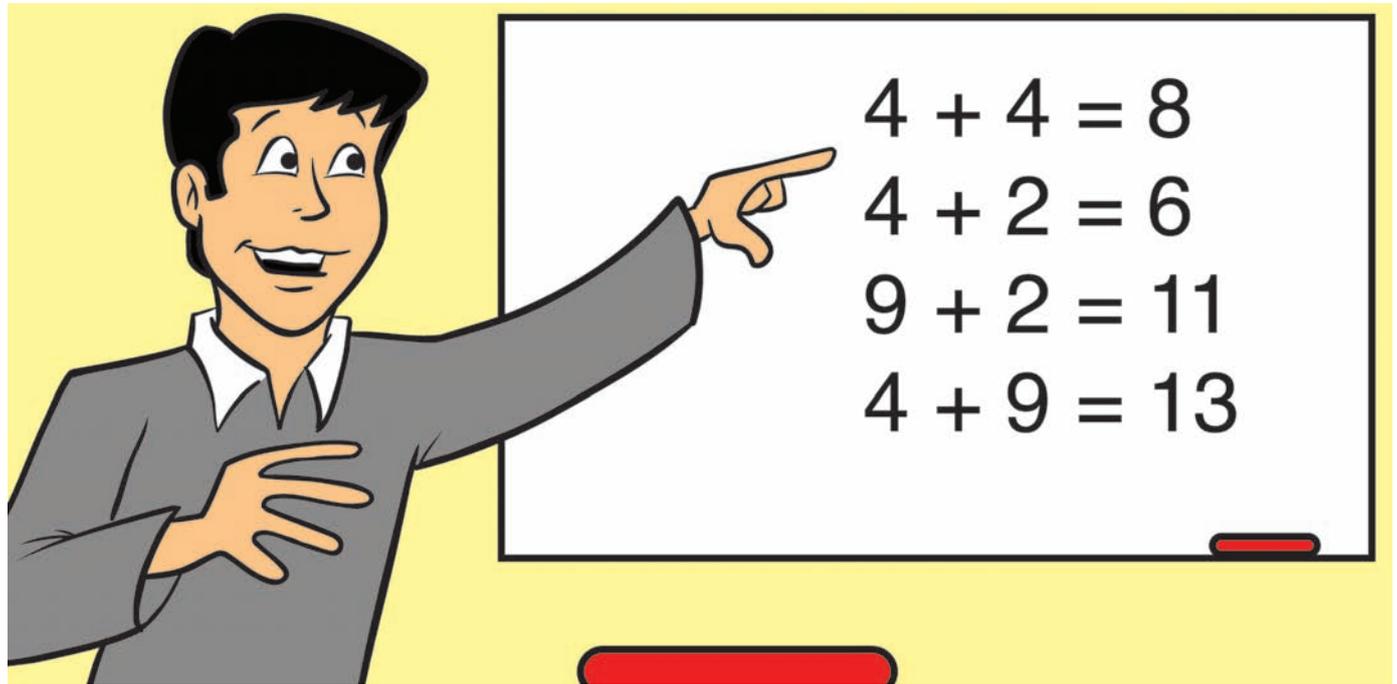
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My Favourite Teacher

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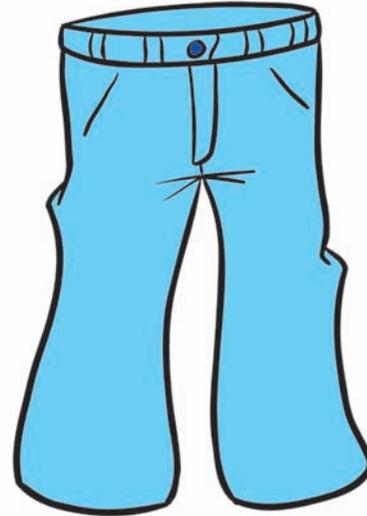
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My Favourite Clothes

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My Favourite Sport

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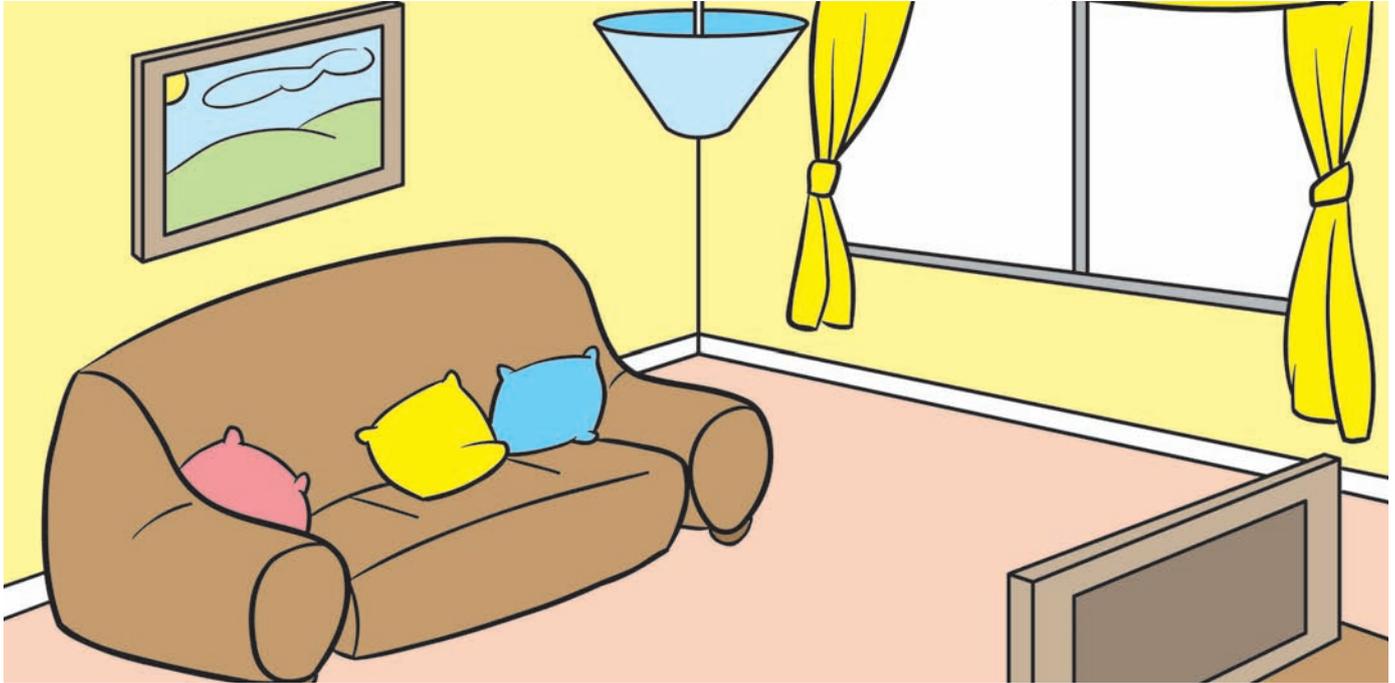
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My Favourite Room in My House

Firstwords – Topic Card 13

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June 2011

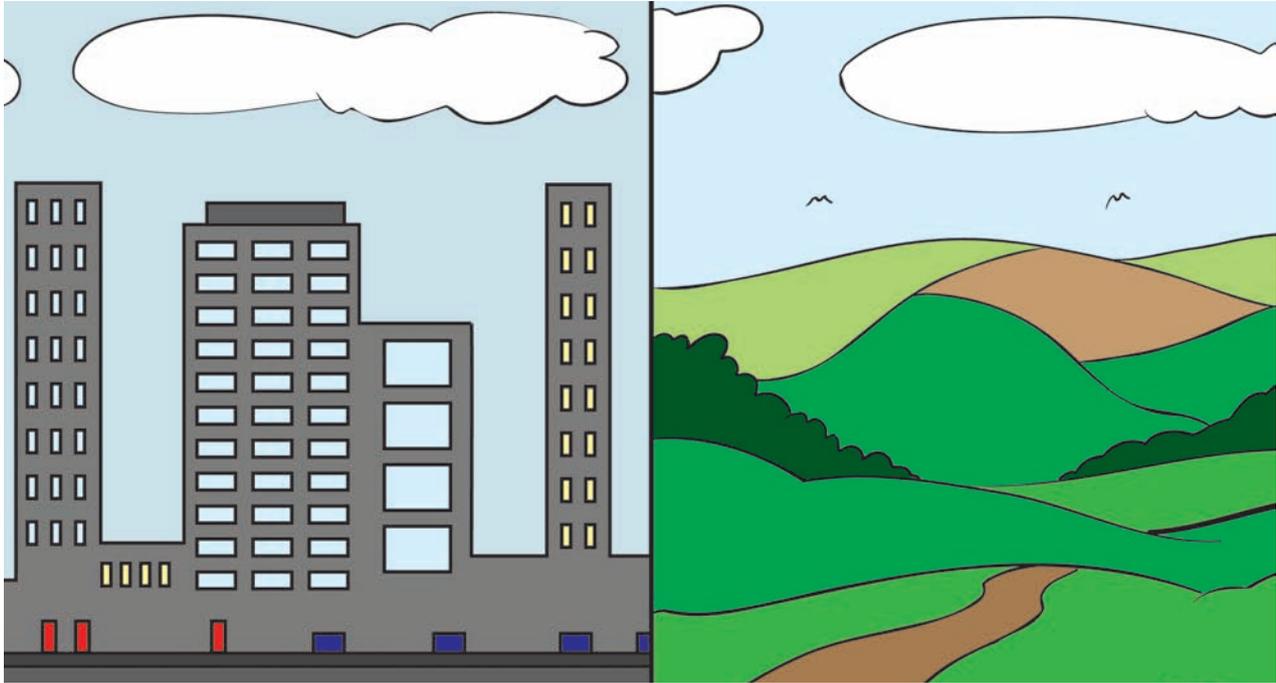
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Good Things in My Country

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Oral Examination

Oral Tests – Firstwords
Candidate's Topic Card
June 2011

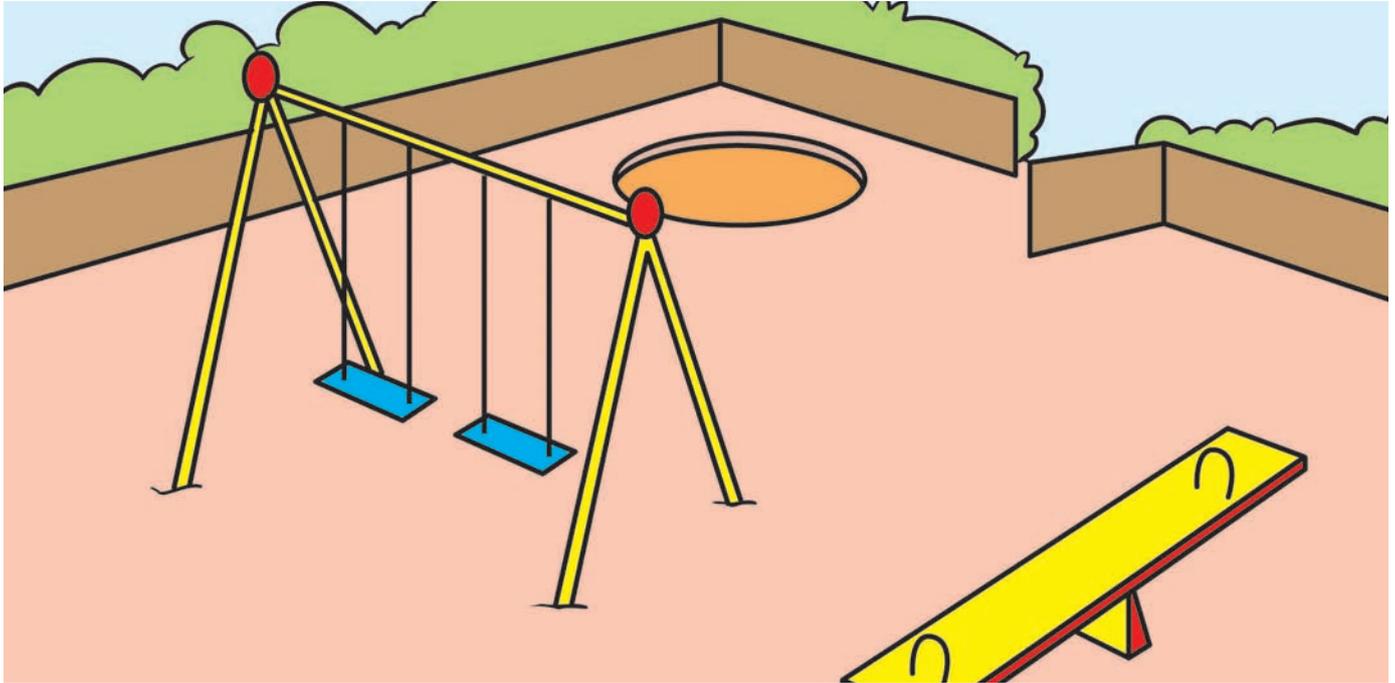
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A Nice Place in My Town (City)

Firstwords – Topic Card 15

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PTE Young Learners - Firstwords June 2011

Hello kids, hello boys and girls. Today's test is Firstwords. Tasks One and Two are listening. Good luck and have fun!!

Task One: Home from School

Sophie comes home from school and talks to Ben and her mum. Listen to their conversation and put a cross in the correct box under each question. The first one is an example.

You will hear the conversation twice. Listen carefully.

[TONE/BEEP]

[FIVE SECOND PAUSE]

(Sophie: 10-year-old girl, Ben: 11-year-old boy, Mrs Brown: Sophie and Ben's mother)

Sophie: *(sound of door opening)* Hello! *(pause)* Mum? *(pause)* Ben? *(pause)*
Anna?

Ben: *(from a distance)* I'm in here, Sophie.

Sophie: Where are you, Ben?

Ben: In the living room.

Sophie: *(Still calling)* Is Mum in the living room with you?

Ben: No.

Sophie *(now in the same room)* Where is she? In the kitchen?

Ben: No, she isn't. She's in her room.

Sophie: Oh. Who's cooking lunch? You, Ben?

Ben: Yes, I am. And I'm cleaning the kitchen.

Sophie: Well, what's Mum doing?

Ben: She's putting some clothes in her cupboard.

Sophie: Oh, right. *(sounds of papers rustling, then Sophie sounds interested)*
What are you eating, Ben? A biscuit?

Ben *(mouth full)* No, a sweet. Do you want one?

Sophie No thanks.

Ben *(offering)* There's some cake too.

Sophie: No thanks. Not now.

Mrs Brown: *(short pause, calling)* Is that you, Sophie?

Sophie: Yes, Mum. *(pause)* I've got a letter from school, from Mrs Green.

Mrs Brown: A letter from Mrs Green? Your maths teacher?

Sophie: *(patiently correcting)* Mr Adams is our maths teacher, Mum, *(as an afterthought)* and he's our sports teacher.

Mrs Brown Who's Mrs Green, then?

Sophie: You know, Mum. She's our new music teacher. I have piano lessons with her.

Mrs Brown: Yes, of course. *(pause)* What's the name of your old music teacher?
(hesitant) Mrs Smith?

Sophie: Yes, Mrs Smith.

Mrs Brown: Is Mrs Smith still a teacher at your school?

Sophie: No, Mum, she's at home.

Mrs Brown: At home? Isn't she well? Is she in bed?

Sophie: No, Mum. She's staying at home with her new baby.

Mrs Brown: Oh, that's nice. *(pause, change of subject)* Now, that letter. Is it about the show?

Sophie: Yes. It's got the days and times of the show. *(Pause)* Can you come to the show today?

Mrs Brown: No, sorry. I must take Ben to his football match. And I can't come the day after tomorrow, I've got my swimming class.

Sophie: What about tomorrow?

Mrs Brown: Yes, that's OK. After my drawing lesson.

Sophie: Great. And how many tickets for the show, Mum?

Mrs Brown: Well, Dad isn't here and Anna and Jack can't go. They're at
Grandma's. I need two tickets - one for Ben and one for me.

Sophie: OK, Mum.

Mrs Brown: (pause) And how much are the tickets, Sophie?

Sophie: Three pounds. - Two pounds for your ticket, Mum, and one pound for
Ben's.

Mrs Brown Good, that's not very ... *(fade)*

You will now hear the conversation again.

[TONE/BEEP]

[REPEAT RECORDED TEXT]

[FIVE SECOND PAUSE]

That is the end of Task One. Now go on to Task Two.

[TONE/BEEP]

[FIVE SECOND PAUSE]

Task Two: At the School Show

Mrs Brown and Ben are at the school show. Listen to their conversation and draw a line from the name of the person to the picture of Sophie's friends. The first one is an example. Be careful. There are two extra pictures.

You will hear the conversation twice. Listen carefully.

[TONE/BEEP]

[FIVE SECOND PAUSE]

Mrs Brown: *(a bit a of background noise and a short round of applause, as if a show is starting; then Mrs Brown, in excited Mum mode, voice quiet, as if whispering, but also quite audible)*

Good, time for the show. *(pause)* Look, Ben. I can see Sophie. She's sitting at the piano.

Ben: *(a bit put off by excited Mum)* Yes, Mum.

Mrs Brown: And who's that boy near her? *(pause)* He's playing the guitar. *(pause)* Is that Sophie's friend, Ashraf?

Ben: Yes, that's right, Mum.

Mrs Brown: Can you see any more of Sophie's friends, Ben?

Ben: Yes, I can see Martina.

Mrs Brown: *(uncertain)* Martina?

Ben: Yes, she sits next to Sophie in class. She's wearing a long dress.

Mrs Brown: What? That girl with yellow hair.

Ben: No, that girl's wearing a black dress. Martina is wearing a long white dress.

Mrs Brown: Ah yes, I can see her. *(pause)* Look, there's Josh.

Ben: Who's Josh? I don't know him.

Mrs Brown: He's the boy with the headphones. He's wearing shorts and a T-shirt. He's in Sophie's swimming team.

Ben: Oh. *(pause)* And what's the name of that boy in the black jacket and sunglasses?

Mrs Brown: Which boy? Where is he?

Ben: There, near Martina.

Mrs Brown: Oh yes, I can see him now. *(pause)* Yes, he's one of Sophie's friends. His name is Mark. He's good at English and reading. *(pause)*

Ben: Oh look Mum, there's Kirsty. She has piano lessons with Sophie.

Mrs Brown: Which girl is Kirsty?

Ben: Look, there she is. She's got that toy animal.

Mrs Brown: *(questioning)* That girl with the toy snake?

Ben: No, not her, Mum, the girl to the left. Kirsty hasn't got a toy snake. She's got a toy horse. *(pause)* She isn't happy.

Mrs Brown: *(agreeing)* No, she isn't.

Ben: But look, Harriet is happy.

Mrs Brown: Harriet? Where? I can't see her.

Ben: She's there next to the door. She's smiling and wearing a baseball cap.

Mrs Brown: Oh yes, I can see her now. She's next to that boy with the teddy bear.

Ben: Yes, and he's next to Sam.

Mrs Brown: Sam? The boy with the flowers?

Ben: Yes, that's right.

Mrs Brown: *(pause)* Sam can't sing very well.

Ben: *(agreeing enthusiastically)* No, he can't. *(fade)*

You will now hear the conversation again.

[REPEAT RECORDED TEXT]

[FIVE SECOND PAUSE]

That is the end of the listening tasks. Now go on to Task Three.

Firstwords Sophie's School Show AK

Task One (16 marks - 2 for each correct answer) computer marked

example: B

1. C
2. A
3. A
4. C
5. A
6. B
7. C
8. B

Task Two (14 marks - 2 for each correct answer) clerically marked

example: Sophie C

- | | | |
|----|---------|---|
| 1. | Ashraf | I |
| 2. | Martina | G |
| 3. | Josh | E |
| 4. | Mark | A |
| 5. | Kirsty | H |
| 6. | Harriet | J |
| 7. | Sam | B |

distracters D and F

Task Three (10 marks - 2 for each correct answer) clerically marked

Example: Do you like Mrs Green, Sophie? **Yes, she's a fantastic teacher.**

- | | |
|--|---|
| 1. How old is Mrs Green? | I'm not sure but she's not very old. |
| 2. Can she play the guitar? | Yes, and she can sing well, too. |
| 3. When is your next piano lesson? | Tomorrow at ten in the morning. |
| 4. Is music your favourite lesson at school? | Yes, but I like maths, too. |
| 5. Where is Mrs Green's house, Sophie? | It's a long way from us, next to the museum. |

Distracter: **English isn't my favourite lesson.**

Task Four (10 marks - 2 for each correct answer) clerically marked

Example: Hello, Sophie, this is Emma.

- 2 Let's play badminton. It's nice now.
- 3 This is a photo of me. I'm six.
- 4 Do you want some? It's very good.
- 5 Can you take a photo of us?
- 6 Can I ride it, please?

Distracter: Look at these great bikes!

Task Five (16 marks - 2 for each correct answer) clerically marked

Marker needs simply to match the pictures on the left with the words on the right.

Ex: pic of a laptop computer	computer
1. pic of a lemon	lemon
2. pic of a mouse (animal)	mouse
3. pic of stairs	stairs
4. pic of a pineapple	pineapple
5. pic of a bath	bath
6. pic of magazines	magazines
7. pic of a train	train
8. pic of a desk	desk

distracters: the words '**apple**' and '**trainers**'

Task Six: (14 marks - 2 for each correct answer) clerically marked

example: school

1. name
2. is
3. her
4. play
5. not
6. There
7. but

distracters: **They / has / colour**