

## YLTE Gold Overview – teacher’s notes

### Description

This activity is in the form of three games which give students the opportunity to look carefully at each part of the Gold test and to practice some of the skills that are tested.

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**Time required:** 30–40 minutes. You could also split this over 3 lessons: Lesson 1: Steps 1–5; Lesson 2: Steps 6–7 (including the Student’s Worksheet); Lesson 3: Steps 8–11

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**Materials required:**

- Student’s Worksheet
- Copies of YLTE Gold Listening, Reading and Writing and Speaking tests, enough for one copy per two or three students  
<http://www.cambridgemichigan.org/resources/ylte/support-materials>

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**Aims:**

- to provide students with an overview of the Gold test
- to give students practice in listening carefully
- to give students practice in reading and completing questions
- to get students used to words commonly used in the Reading & Writing rubric
- to give students practice in asking and answering personal questions

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### Procedure

1. Ask students what kinds of things they need to know when they do tests in English. Elicit things like grammar, vocabulary, reading, writing, listening and speaking. Encourage them to think of other things like spelling, matching, choosing the correct word, communication etc.
2. Hand out copies of the YLTE sample test to each pair of students. Ask them to look quickly through the test and think about what is being tested in each test/question. Give them 3 – 4 minutes to do this.
3. Go through the test briefly together. Get them to use the words that were elicited in stage 1. This is to give them a ‘big picture’ of the test. The activities that follow will help them look more carefully and get to know each paper.



4. Explain that you are going to play a game. The students have to listen very carefully to your questions as well as look at the test and put their hands up when they know the answer.
5. Start with the Listening test only. Ask the following questions orally in English and allow enough time so as many students as possible can find the answers, but also not too slowly so it still feels like a race:
  - a. How many questions are there on this test? (25)
  - b. How many parts are there on the test? (5)
  - c. In Part 1, how many words do you need to write? (none, that's a trick question -Beware of trick questions!)
  - d. In Part 2, do you need to write words or numbers? (both)
  - e. In Part 3, how many people are there in the Salt family? (6)
  - f. And how many objects are there to choose from? (8)
  - g. In Part 4, is it a good idea to close your eyes when you listen to the question? (No, you have to look very carefully at the picture to choose the right one)
  - h. In Part 5, how many people can you see? (9)
  - i. How many people do you have to color? (you only color things you are instructed to)

You could add more questions of your own.

6. Explain that now students are going to do a reading and writing activity about the Reading and Writing test. Give out a copy of the **Student's Worksheet** to each pair. They should look at each question carefully and think about what they must do in each part of the test. You could go over the first one or two questions with the students to get them used to what they have to do.
7. Students complete the worksheet in pairs, then check the answers together. As you check, make sure they know the meanings of the key words, as these will always be used in the rubric. See key below.
8. Lastly, explain briefly what the students have to do in each stage of the Speaking test. Write on the board:

Information exchange

Asking questions about the child

Asking the child's last name and age

Story telling



### Find the Differences

Ask the children to look at their Speaking sample test and find out what order they will do these activities in the test (see key below).

9. Explain that when the students enter the oral exam and at the end they will be chatting with the examiner. Elicit what kinds of things they might say at the beginning. (*Good morning? How are you? I'm very well. Can I sit down?* etc.)
10. Elicit what kinds of general personal questions the examiner might ask at the end of the test. E.g. *Do you like school? What subjects do you like? What are your hobbies?*
11. Elicit some phrases that might be useful if they get stuck e.g. *Can you repeat that please? I don't understand.* Tell students that it's good to ask these questions when they need them, as this shows they are communicating well. Being able to communicate well is one of the most important skills they need for the Speaking test.

### Suggested follow-up activities

1. Collect questions that may be asked in the Speaking test on a big poster and from time to time get students to work in pairs or small groups to ask the questions and try to give interesting and grammatically accurate answers.



## YLTE Gold Overview – answer keys

### Answer Key to Procedure Step 8

Asking the child's last name and age

Find the Differences

Information exchange

Story telling

Asking questions about the child

### Answer Key to Student's Worksheet

1. In Part 1 you must copy the words carefully and not make any **spelling** mistakes.
2. In Part 1 you must match the **word** to the meaning.
3. In Part 2 there are **seven** questions.
4. In Part 2 you can only write Yes or **No**.
5. In Part 3 you must finish a **conversation**.
6. In Part 4 you must choose words to finish a **story**.
7. In Part 5 you must **read** a story and complete sentences about it.
8. In Part 6 you must choose and **write** words on the lines.
9. In Part 7 you must **think** of words to write on the lines.



## YTLE Gold Overview– Student’s Worksheet

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

story	seven	think	conversation	write	word	read
eight	no	spelling	story	listen	choose	

1. In Part 1 you must copy the words carefully and not make any \_\_\_\_\_ mistakes.
2. In Part 1 you must match the \_\_\_\_\_ to the meaning.
3. In Part 2 there are \_\_\_\_\_ questions.
4. In Part 2 you can only write Yes or \_\_\_\_\_.
5. In Part 3 you must finish a \_\_\_\_\_.
6. In Part 4 you must choose words to finish a \_\_\_\_\_.
7. In Part 5 you must \_\_\_\_\_ a story and complete sentences about it.
8. In Part 6 you must choose and \_\_\_\_\_ words on the lines.
9. In Part 7 you must ..... of words to write on the lines.

