



Written Part

> TEACHER GUIDE

The purpose of the Teacher Guide

This guide is for teachers preparing learners for the LANGUAGECERT Young Learners ESOL Fox exam.

It aims to familiarise teachers with all parts of the Written exam (Listening, Reading and Writing) and provides class activities for authentic practice.

In addition, it includes useful tips for each part of the exam, as well as general tips for each of the skills assessed.

Familiarising learners with the format and content of the exam, as well as providing targeted practice, can significantly enhance their performance on Test Day.

You can download free Young Learners ESOL Fox practice tests from the LANGUAGECERT website.

Visit: [languagecert.org](https://www.languagecert.org).



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About the Young Learners ESOL Fox exam

The Young Learners ESOL Fox exam comprises a Written and a Spoken exam and is at approximately pre-A1 level.

This means that learners taking the exam:

- › will have studied English for approximately 100 guided learning hours.
- › will have a vocabulary of approximately 450 words (see the Vocabulary List on [our website](#)).
- › will be familiar with some basic English grammatical structures, e.g. *'He lives in ...'*, *'They don't like ...'*, *'What are you playing?'* (see the Grammar Syllabus on [our website](#)).
- › will be able to demonstrate English language ability in listening, reading, writing and speaking.

The Fox (pre-A1) Written exam consists of:

- › a **Listening test** (three parts), with a duration of approximately ten minutes.
- › a **Reading test** (four parts) and a **Writing test** (two parts), with an overall duration of 50 minutes.

The Fox (pre-A1) Spoken exam consists of:

- › a **Speaking test** (three parts), with a duration of approximately five minutes.

› The
Listening
test



Getting to know the Fox Listening test



The Listening test consists of **three parts**.



The duration of the test is **approximately ten minutes**.



All audio recordings are **played twice**.

The table below summarises the key features of the test (tasks presented and what the learner is required to do).

PART	TASK	WHAT THE LEARNER IS REQUIRED TO DO
1	Listen to five short, simple statements	Tick a picture to match the statement they hear
2	Listen to two speakers describing five people	Match a picture to a name and draw a line
3	Listen to a short dialogue and answer five written questions	Write a word, a name or a number



HOW THE LISTENING TEST IS MARKED

- › Test takers are awarded one mark per correct response for all parts of the Listening test.
- › The maximum score for all three parts is 15 marks.
- › There is no minimum score to be attained in the Listening test.



How to prepare learners for Listening Part 1

Listening Part 1: Multiple-choice

Learners will hear five short statements. They choose the correct picture for each one.

- › To support learners who may find the task challenging, pause the audio after each statement to give them a few extra seconds to choose their answer.
- › Encourage learners to predict the words or language they are about to hear based on the pictures.
- › Give learners plenty of practice with multiple-choice questions so they learn how to recognise subtle differences between options and have more confidence choosing the correct answers.
- › Advise learners to tick one option for every question, even if they are unsure of the correct answer.
- › Point out to learners that there is one example.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.








Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Listening test, or after the test activity to check what they can remember.




Show learners Part 1 of the Listening test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Listening Part 1
Listen and look at the pictures. Which is the right picture? Tick [✓] the box. There is one example.




Example

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



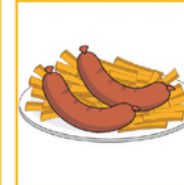
1.

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


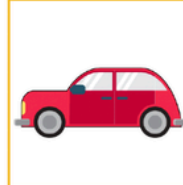

2.

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




3.

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

4.

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

5.

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

Sample taken from Fox Listening Part 1 Practice Paper 3

Now hide the task and ask learners the following questions to see how much they can remember:

- > What do you have to do in Part 1? (*answer: listen and tick the box under the correct picture*)
- > How many questions are there in Part 1? (*answer: five*)
- > How many pictures do you choose from for each question? (*answer: three*)
- > How many answers do you choose for each question? (*answer: one*)
- > Is there an example? (*answer: yes, there is one example*)

TEST ACTIVITY

This activity provides practice for the Listening Part 1 task.

Step 1

Give learners a copy of the task and ask them to look at the first three questions (not including the example) and their related options.

Step 2

Ask learners the following:

Question 1

Which picture shows ...

- › a white flower? (*answer: option C*)
- › a pink flower? (*answer: option A*)
- › a yellow flower? (*answer: option B*)

Question 2

What does ...

- › picture A show? (*answer: a book*)
- › picture B show? (*answer: a school bag*)
- › picture C show? (*answer: a ruler*)

Question 3

What can you see in ...

- › picture A? (*answer: chips*)
- › picture B? (*answer: chips and a sausage*)
- › picture C? (*answer: chips and two sausages*)

Step 3

Point to the example pictures and give learners time to look at them. Then play the audio for the example. Highlight the tick in the box under picture A and check learners understand what they have to do.

Step 4

Play the audio for the first three questions. Learners listen and tick the correct options.

Step 5

Put learners in pairs and play the audio a second time for pairs to compare their answers.

Step 6

Have pairs share their answers and give reasons for their choices as part of a whole-class discussion, before providing the correct answers.

Step 7

If time allows, play the rest of the audio and have learners complete the task.

(answers: 1 B, 2 B, 3 C, 4 A, 5 C)

How to prepare learners for Listening Part 2

Listening Part 2: Multiple matching

Learners will hear a short conversation containing descriptions of five people. They match five pictures to five names by drawing lines.

- › Ask learners to carefully read out the six names in the task (and guess their pronunciation if new to them) before they hear the audio.
- › Clarify that the information learners will hear will not be in the same order as the list of names in the task.
- › Point out to learners that there is one example.
- › Tell learners that one of the pictures will not be used (acting as a distractor).
- › Remind learners that the lines they draw between the pictures and the names should be clear.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.












Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Listening test, or after the test activity to check what they can remember.

Show learners Part 2 of the Listening test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Listening Part 2
Listen and draw lines. There is one example.

	Dora
	Alice
	Tom
	Rob
	Maya
	Luke
	

Sample taken from Fox Listening Part 2 Practice Paper 3

Now hide the task and ask learners the following questions to see how much they can remember:

- › What can you see on the left of the task? (*answer: seven pictures*)
- › What can you see on the right of the task? (*answer: six names*)
- › What do you have to do in Part 2? (*answer: listen and draw lines from the pictures to the names*)
- › How many lines should you draw? (*answer: five*)
- › How many pictures have a matching name? (*answer: five; there is one distractor*)
- › Is there an example? (*answer: yes, there is one example*)

Optional: If learners can read the names, invite a few volunteers to say them out loud. The names are: Dora, Alice, Tom, Rob, Maya, Luke.

TEST ACTIVITY

This activity provides practice for the Listening Part 2 task.

Step 1

Tell learners they are about to hear a child talking about some photos. The photos are of some friends at the beach.

Step 2

Give learners a copy of the task. Have the class look at the pictures and predict what words they will hear. (example answers: *boy, girl, man, woman, beach, boat, bird, sand, fish, rock*)

Step 3

Point to the example line between the first picture and the name 'Dora'. Then play the audio for the example and check learners understand what they have to do.

Step 4

Play the rest of the audio. Learners listen and draw lines.

Step 5

Put learners in pairs. Play the audio a second time and ask learners to compare their answers with their partner.

Step 6

Have pairs share their answers and give reasons for their choices as part of a whole-class discussion, before providing the correct answers.

(answers: Alice – girl with fish, Tom – boy in boat, Rob – boy with ice creams, Maya – girl on rock, Luke – boy collecting shells)

How to prepare learners for Listening Part 3

Listening Part 3: Short answers

Learners will hear a short dialogue. They write one word, name or number in each gap.

- › Tell learners that in Part 3 they will hear a dialogue. They listen and write a simple word, name or number in each gap.
- › Ensure learners are given plenty of practice in spelling simple words, names and numbers prior to taking the test.
- › Clarify that where they are asked to write numbers, they can use digits rather than words (to avoid the risk of making spelling mistakes).
- › Point out to learners that there are two examples.
- › Stress to learners that their writing should be legible – the Examiner will be unable to mark their answers if they can't read them.
- › Remind learners that each answer should be one word or number only.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.






Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Listening test, or after the test activity to check what they can remember.

Show learners Part 3 of the Listening test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Listening Part 3
Read the questions. Listen and write a name or a number. There are two examples.



Examples

What's Grandma's favourite sport? tennis

Who does she play with? 3 friends

Questions

1. Where does Grandma play? in Street

2. Which bus goes there? Number

3. What time is Grandma's lesson? at o' clock

4. What's her teacher's name? Sophie

5. How many balls has Grandma got?

Sample taken from Fox Listening Part 3 Practice Paper 3

Now hide the task and ask learners the following questions to see how much they can remember:

- › What do you have to do in Part 3? (answer: listen and write a word, a name or a number)
- › How many questions are there in Part 3? (answer: five)
- › How long should each answer be? (answer: one word only)
- › Is there an example? (answer: yes, there are two examples)

TEST ACTIVITY

This activity provides practice for the Listening Part 3 task.

Step 1

Tell learners they are going to hear a boy talking to his grandmother who loves tennis.

Step 2

Give learners a copy of the task. Allow them a few minutes to look at the picture, before asking the class the following questions:

- › What can you see in the picture? (*answer: people in a room*)
- › How many people can you see? (*answer: two*)
- › Where are they? (*answer: in a living room*)
- › What are they doing? (*answer: talking/speaking*)

Step 3

Put learners in pairs and ask them to predict what type of word might fit in each gap in the task (e.g. *numbers or names*).

Step 4

Point to the two examples. Then play the audio for the examples and check learners understand what they have to do.

Step 5

Play the rest of the audio. Learners write their answers (working individually).

Step 6

Play the audio a second time. Put learners in pairs and ask them to compare their answers.

Step 7

Have learners share their ideas, giving reasons for their choices, as part of a whole-class discussion, before providing the correct answers.

(*answers: 1 Black, 2 18, 3 11, 4 Rice, 5 14*)



General listening tips

These tips provide useful strategies for tackling the different Listening tasks and will help learners approach the test with confidence.

- › When practising for the Listening test, make sure learners understand exactly what they have to do in each part.
- › Tell learners they will have some time to look at the task before they hear the audio.
- › Explain that learners will hear each audio recording twice – if they don't manage to answer a question on the first listening, they can try the second time they hear the audio.
- › Advise learners to always look at the pictures carefully. They will help learners to predict what they will hear and to answer the questions.
- › Remind learners that for multiple-choice questions, only one option is correct.
- › Explain that at least one example is always given to help guide them with the task.
- › Tell learners to provide an answer even if they are unsure if it is correct. While preparing learners for their Listening test, refer to the support materials available on our website (www.languagecert.org).

Ensuring learners are ready for the Listening test

Here are a few questions to remind learners of what to expect in the Listening test (you may wish to add some of your own).

- › How many parts does the Listening test have? (*answer: three parts*)
- › How many questions does the Listening test have? (*answer: 15 questions in total*)
- › What types of questions are there in the Listening test? (*answer: multiple-choice, multiple-matching and short-answer questions*).

Note: Do not expect learners to know these terms – simply elicit what they need to do in each part.

- › How many times does the audio play? (*answer: twice*)
- › How many options do multiple-choice questions have? (*answer: three*)

A young child with curly hair is smiling broadly, holding a stack of colorful books (yellow, blue, pink, orange, green) and a red book over their head like a hat. The child is wearing a white sweater with a blue collar. The background is a blurred library or bookstore. A large orange shape is on the left side of the image.

› The Reading test

Getting to know the Fox Reading test



The Reading test consists of **four parts**.



The **overall duration** of the Reading and Writing test is **50 minutes**.



There is **no break** between the Reading and Writing tests.

The table below summarises the key features of the test (tasks presented and what the learner is required to do).

PART	TASK	WHAT THE LEARNER IS REQUIRED TO DO
1	Show knowledge of vocabulary	Match a word to a picture and draw a line
2	Identify whether simple written statements about a picture are right or wrong	Put a tick or a cross to show whether the statements are correct or incorrect
3	Read and complete the gaps in a short text	Choose the correct words from a box and write them in the gaps
4	Read simple questions about a detailed picture	Write one-word answers

HOW THE READING TEST IS MARKED

- › Test takers are awarded one mark per correct response for all parts of the Reading test.
- › The maximum score for all four parts is 20 marks.
- › There is no minimum score to be attained in the Reading test.
- › Test takers will not be penalised for minor spelling mistakes in Part 4.



How to prepare learners for Reading Part 1

Reading Part 1: Multiple matching

Learners will be given six pictures and eight words. They match five of the pictures to the correct words by drawing lines between them.

- › Tell learners that in this part of the Reading test, they will be required to demonstrate their vocabulary knowledge.
- › Clarify that they will be given six pictures on the left to match to eight words on the right (two words will not be needed).
- › Remind learners that the lines they draw between the pictures and the words should be clear.
- › Point out to learners that there is one example.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.





Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Reading test, or after the test activity to check what they can remember.

Show learners Part 1 of the Reading test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Reading Part 1
Look and read. Draw lines. There is one example.

carrot
crocodile
plane
dress
boots
lamp
eraser
robots

Sample taken from Fox Reading Part 1 Practice Paper 3

Now hide the task and ask learners the following questions to see how much they can remember:

- › What can you see on the left of the task? (*answer: six pictures*)
- › What can you see on the right of the task? (*answer: eight words*)
- › What do you have to do in Part 1? (*answer: look and draw lines from the pictures to the words*)
- › How many words have a matching picture? (*answer: six; there are two distractors*)
- › How many lines should you draw? (*answer: five*)
- › Is there an example? (*answer: yes, there is one example*)

TEST ACTIVITY

This activity provides practice for the Reading Part 1 task.

Step 1

Quickly sketch on the board the items found in each picture in the task (lamp, robots, crocodile, boots, dress, carrot), but in a different order. Point to each item and invite volunteers to identify it and spell the word.

Step 2

Put learners in pairs and give each pair a copy of the task. Point to the example line between the picture of the crocodile and the matching word. Check learners understand what they have to do.

Step 3

Have pairs match the pictures on the left to the words on the right by drawing lines between them. (Remind them there are two distractors.)

Step 4

Ask pairs to share their ideas with the rest of the class, before providing the correct answers.

(answers from top to bottom: lamp, robots, (crocodile), boots, dress, carrot)

How to prepare learners for Reading Part 2

Reading Part 2: Tick or cross

Learners will be given a picture and five statements. They look at the picture and decide whether each statement is true or false.

- › Tell learners that they will be asked to say whether certain statements about a picture are true or false.
- › Clarify that there are two examples: one showing what to do when a statement is true (draw a tick) and one showing what to do when a statement is false (draw a cross).
- › Advise learners to check each statement against the picture carefully, paying close attention to details such as numbers, colours, actions and objects.
- › Provide plenty of practice for this type of task as it requires careful detailed reading.
- › Explain that learners do not need to correct the false statements. However, when they feel confident with the task, they could do this for extra language practice.
- › Point out to learners that there are two examples.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.



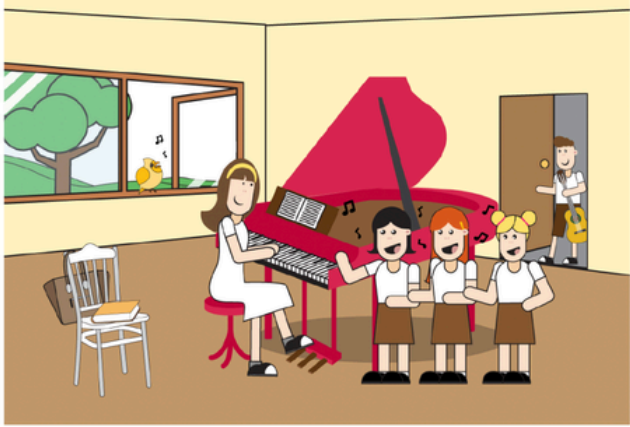


Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Reading test, or after the test activity to check what they can remember.

Show learners Part 2 of the Reading test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Reading Part 2
Look and read. Put a tick [✓] or a cross [x] in the box. There are two examples.



Examples

The teacher's playing the piano.	<input checked="" type="checkbox"/>
There's a guitar on the floor.	<input checked="" type="checkbox"/>

Questions

1. The window is open.
2. Five children are singing.
3. There's a handbag behind a chair.
4. The girls' skirts are blue.
5. A boy's coming in the room.

Sample taken from Fox Reading Part 2 Practice Paper 3

Now hide the task and ask learners the following questions to see how much they can remember:

- › What do you have to do in Part 2? (answer: look at the picture and decide whether the statements are true or false)
- › How many statements are there in Part 2? (answer: five, not including the two examples)
- › What do you draw for a true statement? (answer: a tick)
- › What do you draw for a false statement? (answer: a cross)
- › Is there an example? (answer: yes, there are two examples)

TEST ACTIVITY

This activity provides practice for the Reading Part 2 task.

Step 1

Give learners a copy of the task. Tell them to look at the picture and say what they can see. (example answers: *a classroom / a piano / a chair / a bag / students / a teacher / a guitar / a bird / a window / a door*)

Step 2

Before the lesson, prepare a few simple statements about the picture in the task. (**Note:** Ensure these statements are different from the ones in the practice paper.)

Give learners a copy of the task. Ask them to look at the picture as you read out each statement. Learners respond by giving a thumbs up if they think the statement is true and a thumbs down if they think it is false.

Suggested statements:

- › A woman is playing the piano. (*answer: true – thumbs up*)
- › There are two guitars in the picture. (*answer: false – thumbs down*)
- › A bird is singing. (*answer: true – thumbs up*)
- › The door is closed. (*answer: false – thumbs down*)
- › There is a book under the piano. (*answer: false – thumbs down*)

Step 3

Put learners in pairs. Point out the two example answers and check learners understand what they have to do.

Step 4

Pairs complete the task. Remind them to look at the picture and the statements and to draw a tick or a cross depending on whether they think the sentence is true or false.

Step 5

Have pairs share their ideas with the rest of the class, before providing the correct answers.

(*answers: 1 ✓, 2 ✗, 3 ✓, 4 ✗, 5 ✓*)

Step 6

If time allows, have the class correct the false statements, e.g. *'Three children are singing.'*

How to prepare learners for Reading Part 3

Reading Part 3: Gap fill

Learners will be given a short, gapped text and seven words to choose from. They complete the gaps with five of the words.

- › Tell learners to skim read the text for gist before they attempt to complete the gaps.
- › Remind learners that two of the given words will not be used (there are five gaps to be completed and seven options have been provided).
- › Advise learners to pay close attention to common problem areas, such as singular vs plural nouns and incorrect verb forms (e.g. whether a third person singular 's' is needed or not).
- › Point out to learners that there is one example.
- › Remind learners that their handwriting needs to be clear so that the Examiner can mark their responses.
- › For extra challenge, give learners similar gapped texts but without the missing words. Learners try to think of the words themselves and share their ideas as part of a whole-class discussion, giving reasons for their answers.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.





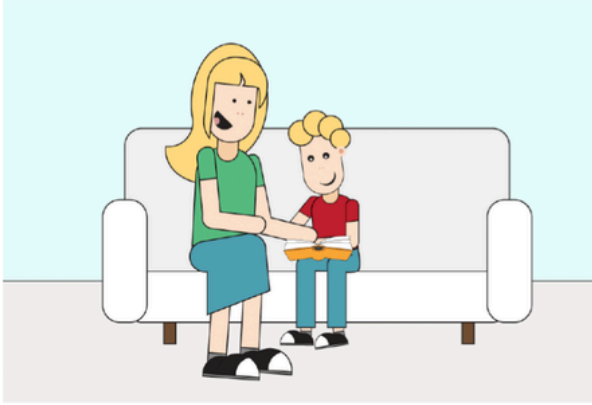
Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Reading test, or after the test activity to check what they can remember.

Show learners Part 3 of the Reading test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Reading Part 3
Read this. Choose a word from the box. Write the correct word next to numbers 1 – 5. There is one example.

My evening



I get home^{at}..... four o'clock. I drink some milk and talk to Mum. I tell (1)..... about my day at school. Then I read my English book to Mum. She (2)..... very good at English. Then I like (3)..... table tennis or football with my brother. Then Mum and I make dinner. I (4)..... learning to make cakes! I have dinner with my family and then we (5)..... television.

Example	is	playing	him	watch	am	do	her
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Sample taken from Fox Reading Part 3 Practice Paper 3

Now hide the task and ask learners the following questions to see how much they can remember:

- › What do you have to do in Part 3? (answer: read a text and complete the gaps with the given words)
- › How many gaps are there in the text? (answer: five)
- › How many words do you choose from? (answer: seven)
- › How many words should you choose? (answer: five – there are two distractors).
- › Is there an example answer? (answer: yes, there is one example)

TEST ACTIVITY

This activity provides practice for the Reading Part 3 task.

Step 1

Give learners a copy of the task. Tell them to look at the picture and then ask them a few questions about it, e.g.:

- › *What can you see in the picture? (answer: a woman, a boy, a sofa, a book, etc.)*
- › *What is the boy holding? (answer: a book)*
- › *What is the woman doing? (answer: she's speaking/talking/reading)*

Step 2

Tell learners to skim read the text. Then read out a few statements and ask the class to call out if they are true or false, e.g.:

- › *The boy gets home at five o'clock (answer: false – he gets home at four o'clock)*
- › *The boy eats a hamburger at home (answer: false – he drinks some milk)*
- › *The boy plays table tennis with his sister (answer: false – he plays table tennis with his brother)*
- › *The boy makes dinner with his mother (answer: true)*
- › *The boy listens to music in the evening (answer: false – he watches television with his family)*

Encourage the class to correct the false statements, e.g. *False! He gets home at four o'clock!*

Step 3

Put learners in pairs. Point to the example answer and check learners understand what they have to do.

Step 4

Pairs complete the gaps with the correct words.

Step 5

Invite pairs to share their ideas with the class, before providing the correct answers.

(answers: 1 her, 2 is, 3 playing, 4 am, 5 watch)

How to prepare learners for Reading Part 4

Reading Part 4: Short answers

Learners will look at a picture. They answer questions about the picture, using only one word.

- › Explain to learners that they will need to answer five questions about a picture.
- › Tell learners to look at the picture very carefully to help them write the correct answers.
- › Ensure learners understand that they should write one-word answers only.
- › Remind learners that their handwriting needs to be clear so that the Examiner can mark their responses.
- › Clarify that they need to be particularly careful with their spelling, otherwise they will lose marks.
- › Point out to learners that there are two examples.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.






Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Reading test, or after the test activity to check what they can remember.

Show learners Part 4 of the Reading test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Reading Part 4
Look at the picture and read the questions. Write one word for your answers. There are two examples.



Examples

What colour is the car? blue

How many birds are there? four

Questions

1. What's the boy doing? He's
2. Where's the baby? under a
3. What's the woman wearing on her head? a
4. Who's taking a photo? the
5. What fruit is on the table?

Sample taken from Fox Reading Part 4 Practice Paper 3

Now hide the task and ask learners the following questions to see how much they can remember:

- › What do you have to do in Part 4? (answer: look at a picture and answer questions about it)
- › How many questions are there? (answer: five)
- › How many words should each answer be? (answer: one word only)
- › Are all the questions about the picture? (answer: yes)
- › Is there an example? (answer: yes, there are two examples)

TEST ACTIVITY

This activity provides practice for the Reading Part 4 task.

Step 1

Give learners a copy of the task and tell them to look at the picture. Ask them what they can see. (*answers: a family, a lake, a car, a table, chairs, boats, a tree, a baby, etc.*)

Step 2

Ask learners a few questions about the picture, using action verbs, e.g.:

- › Ask learners a few questions about the picture, using action verbs, e.g.:
- › What's the man doing? (*answer: He's taking a photo.*)
- › What's the boy doing? (*answer: He's drinking.*)
- › What's the girl doing? (*answer: She's eating.*)
- › What's the baby doing? (*answer: It's sleeping.*)
- › What's the woman doing? (*answer: She's smiling.*)

Step 3

Put learners in pairs. Point to the two example answers and check learners understand what they have to do.

Step 4

Pairs complete the task. Remind them to write only one word each time.

Step 5

Have pairs share their ideas with the class, before providing the correct answers.

(*answers: 1 drinking, 2 tree, 3 hat, 4 man, 5 grapes*)



General reading tips

These tips provide useful strategies for tackling the different Reading tasks and will help learners approach the test with confidence.

- › Give learners plenty of practice in completing multiple-matching, tick or cross, gap-fill and short-answer reading tasks. To keep learners motivated, choose practice materials with clear and attractive visuals.
- › Provide fun and motivating activities and games, such as 'spot the difference', crossword puzzles, word searches and anagrams, to review the language taught.
- › When practising for the Reading test, make sure learners understand exactly what they have to do in each part.
- › Explain that at least one example is always given to help guide them with the task.
- › Tell learners to provide an answer even if they are unsure if it is correct.
- › Remind learners that their handwriting needs to be clear so that the Examiner can mark their responses.
- › While preparing learners for their Reading test, refer to the support materials available on our website (www.languagecert.org).

Ensuring learners are ready for the Reading test

Here are a few questions to remind learners of what to expect in the Reading test (you may wish to add some of your own).

- › How many parts does the Reading test have? (*answer: four parts*)
- › How many questions does the Reading test have? (*answer: 20 questions in total*)
- › What types of questions are there in the Reading test? (*answer: multiple-matching, tick or cross, gap-fill and short-answer questions*).

Note: Do not expect learners to know these terms – simply elicit what they need to do in each part.

- › Where do you write your answers on Test Day? (*answer: in your 'Test booklet'*)

A young girl with dark skin and her hair styled in neat braids is shown in profile, focused on writing in a notebook. She is wearing a light yellow shirt and holding a purple pen. The background is slightly blurred, showing other students in a classroom setting. A large, vibrant orange shape overlaps the left side of the image, containing the text.

› The Writing test

Getting to know the Fox Writing test



The Writing test consists of **two parts**.



The **overall duration** of the Reading and Writing test is **50 minutes**.



There is **no break** between the Reading and Writing tests.

The table below summarises the key features of the test (tasks presented and what the learner is required to do).

PART	TASK	WHAT THE LEARNER IS REQUIRED TO DO
1	Write sentences on a given topic about themselves or their daily lives	Write three sentences
2	Write sentences about a simple picture which shows a scene from daily life	Write three sentences



HOW THE WRITING TEST IS MARKED

- › Test takers are awarded a mark or a half mark based on how relevant, complete and accurate their sentences are. Some errors are acceptable provided they do not impede understanding.
- › There is no minimum score to be attained in the Writing test.
- › The maximum score for both parts is 6 marks.
- › For the total score, half marks are rounded up (e.g. 4.5 > 5).

For more details about how the Writing test is marked, please refer to the Handbook for Teachers on [our website](#).



How to prepare learners for Writing Part 1

Writing Part 1: Simple sentences about a topic

Learners will write three sentences about a given topic.

- › Remind learners that in this part of the test, they will write three sentences about themselves or their daily lives.
- › Clarify that they should write three sentences only, not a paragraph.
- › Point out that they are given an example sentence to guide them.
- › Give learners plenty of practice in writing sentences related to personal topics about everyday life, such as my home/bedroom/school/family.
- › As part of their test practice, provide learners with a model response to guide and encourage them before they start writing their own sentences.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.





Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Writing test, or after the test activity to check what they can remember.

Show learners Part 1 of the Writing test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Writing Part 1
Write three sentences about your bedroom.

Example
I like my bedroom.

1.

2.

3.

Sample taken from Fox Writing Part 1 Practice Paper 3

Now hide the task and ask learners the following questions to see how much they can remember:

- › What do you have to do in Part 1? (*answer: write sentences about personal information or daily life*)
- › How many sentences do you have to write? (*answer: three*)
- › Can you choose the topic? (*answer: no, you will be given a topic to write about*)
- › Do you write all three sentences on the same topic? (*answer: yes*)
- › Is there an example? (*answer: yes, there is one example*)

TEST ACTIVITY

This activity provides practice for the Writing Part 1 task.

Step 1

To engage learners with the task, tell them to think about their bedroom and ask them to share with the class the things that are in it. (example answers: *a bed / a chair / a desk / a computer / posters / a clock / a table / toys, etc.*)

Step 2

To expand the topic, ask learners a few more detailed questions about their bedroom, e.g.:

- › *What colour is your bedroom?*
- › *What is near your window?*
- › *What can you see from your window?*
- › *Do you like your bedroom?*
- › *What do you do in your bedroom (e.g. in the evening)?*

Step 3

Give learners a copy of the task and tell them to read the instructions and the example. Make sure they understand what they need to do (write three sentences about the given topic).

Step 4

Learners write their three sentences in their notebooks. Give them enough time to complete the task and be ready to guide them (e.g. *write a model sentence on the board if needed*).

Note: If some learners need extra support, have them work with a partner – ideally matching weaker learners with stronger ones.

Step 5

Have learners share their ideas with the class before providing some example sentences.

(example sentences:

My bedroom is pink and beautiful.

There is a window near my bed.

There are posters on the walls.)

How to prepare learners for Writing Part 2

Writing Part 2: Simple sentences about a picture

Learners will write three sentences about a given picture.

- › Remind learners that in this part of the test, they will write three sentences about a picture that shows a scene from everyday life.
- › Clarify that they should write three sentences only, not a paragraph.
- › Point out that they are given an example sentence to guide them.
- › Tell learners to look very carefully at the picture and pay close attention to the details they may have to refer to.
- › Explain that learners can write their sentences in any order – there is no specific sequence to follow.
- › As part of their test practice, provide learners with a model response to guide and encourage them before they start writing their own sentences.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.





Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Writing test, or after the test activity to check what they can remember.

Show learners Part 2 of the Writing test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Writing Part 2
Look at the picture. Write three sentences about the picture.



Example
The children are in the living room.

1.

2.

3.

Sample taken from Fox Writing Part 2 Practice Paper 3

Now hide the task and ask learners the following questions to see how much they can remember:

- › What do you have to do in Part 2? (answer: write sentences about a picture)
- › How many sentences do you have to write? (answer: three)
- › Can you choose the picture? (answer: no, you will be given a picture to write about)
- › Do you write all three sentences about the same picture? (answer: yes)
- › Is there an example? (answer: yes, there is one example)

TEST ACTIVITY

This activity provides practice for the Writing Part 2 task.

Step 1

Give learners a copy of the task and ask them to look at the picture only. Tell them you will read out some sentence starters about the picture and they must complete them. Provide the following example to guide learners:

The time is ...? (*answer: four o'clock*)

Step 2

Now read out the following sentence starters and elicit the endings from learners (be ready to accept a number of different answers):

- › The table is ... (example answer: *round/brown.*)
- › The chairs are ... (example answer: *white.*)
- › The girl is ... (example answer: *drawing a picture.*)
- › The children are ... (example answer: *sitting.*)
- › There is a clock ... (example answer: *on the wall.*)
- › There are two chairs ... (example answer: *in the room.*)
- › I can see two books ... (example answer: *on the sofa.*)

Step 3

Ask learners to look at the task instructions and the example and check they understand what they need to do (write three sentences about the picture).

Step 4

Ask learners to write their three sentences in their notebooks. Give them enough time to complete the task and be ready to guide them (e.g. *write a model sentence on the board if needed*).

Note: If some learners need extra support, have them work with a partner – ideally matching weaker learners with stronger ones.

Step 5

Have learners share their ideas with the rest of the class, before providing some example sentences.

(example sentences:

It is four o'clock.

The boy is watching a video.

The woman is speaking on the phone.)



General writing tips

These tips provide useful strategies for tackling the different Writing tasks and will help learners approach the test with confidence.

- › Tell learners that there will be two writing tasks and that both are mandatory.
- › Remind learners to write no more than three sentences. They will not be awarded extra marks if they write more.
- › Provide learners with plenty of practice in forming correct sentences with nouns, adjectives and verbs, and writing single words and sentences.
- › Ensure learners know the correct spellings of frequently used words (e.g. *vocabulary about their everyday lives and everyday situations*), as well as how to use basic grammar correctly (e.g. *basic verb forms, tenses, pronouns, prepositions*).
- › Advise learners to always review what they have written and to check that their spelling and grammar are correct, as errors may cost them marks.
- › Ensure learners know how to use simple linkers (e.g. 'and', 'or', 'but') and basic punctuation (e.g. full stops, question marks).
- › Tell learners that their sentences will need to be complete and relevant.
- › Remind learners that their handwriting needs to be clear so that the Examiner can mark their responses.
- › While preparing learners for their Writing test, refer to the support materials available on our website (www.languagecert.org).

Ensuring learners are ready for the Writing test

Here are a few questions to remind learners of what to expect in the Writing test (you may wish to add some of your own).

- › How many parts does the Writing test have? (*answer: two parts*)
- › Do you need to do both parts? (*answer: yes, both parts are mandatory*)
- › What do you have to do in both parts? (*answer: write three sentences for each part – a total of six sentences*)
- › Where do you write your answers on Test Day? (*answer: in your 'Test booklet'*)

Helpful resources and contact information

Our website provides teachers and test takers with free resources to prepare for all parts of the LANGUAGECERT Young Learners ESOL Fox exam.

Written and Spoken exams resources:

- Handbook for Teachers
- Vocabulary List
- Grammar Syllabus
- Official Practice Papers
- Teacher Guide (Listening, Reading, Writing, Speaking)

More support provided:

- Books
- FAQs
- Live and pre-recorded webinars

To access these resources, visit: www.languagecert.org/en/preparation

Further information

For more information about the LANGUAGECERT Young Learners ESOL exams, visit our website www.languagecert.org or contact our Customer Services team.

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To find out more about LANGUAGECERT and access online exam preparation materials, visit:

www.languagecert.org

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