



CAMBRIDGE

# Motivating young learners for Cambridge YL exams

27<sup>th</sup> March 2026

Anne Robinson

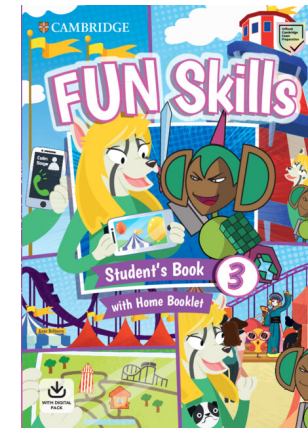
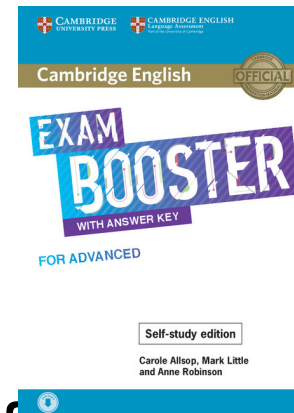
Akcent

*Where your world grows*



# About me

- Cambridge author & writer
- Teacher trainer & presenter
- Volunteer online teacher
- Cambridge Speaking Examiner
- Trained Cambridge Writing Examiner
- My webpage: [www.teachingtogether.info](http://www.teachingtogether.info)



# Agenda

- How can we make sure that young learners (and their parents) see their value and usefulness at this early stage in their English learning journey?
- Ways to ensure that young learners actively participate in class and develop a positive mindset towards learning and assessment.



Can exam tasks develop useful skills and provide relevant language practice?

Can preparing for exams be motivating and fun?

Is it simple to integrate them into a young learners' course?





Which topics  
are included?

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

**= Movers**

**= Flyers**

## 20 Topics on Cambridge YL wordlists

animals	the body and face	clothes	colours	family and friends
food and drink	health	the home	materials	names
numbers	places and directions	school	sports and leisure	time
toys	transport	weather	work	the world around us

**= Movers**

**= Flyers**

## 21 Starters, 10 Movers, 15 Flyers

**airport ambulance bicycle bike boat bus  
bus station bus stop car car park drive(v) drive(n)  
driver fire engine fire truck fly go helicopter  
journey lift lorry motorbike park(v) parking lot\*  
passenger plane platform railway ride(v) ride (n) run  
rocket scooter\* station swim(v) swim(n) taxi ticket  
timetable tour traffic train trip truck van\* wheel**

airport ambulance bicycle bike boat bus  
bus station bus stop car car park drive(v) drive(n)  
driver fire engine fire truck fly go helicopter  
journey lift lorry motorbike park(v) parking lot\*  
passenger plane platform railway ride(v) ride (n) run  
rocket scooter\* station swim(v) swim(n) taxi ticket  
timetable tour traffic train trip truck van\* wheel

# Progression up the levels



- more abstract (*traffic, journey, lift*)
- longer (*phone>telephone, bike>bicycle*)
- frequency of use (*drive vs go for a drive, etc*)
- collocation (*get on a bus, go for a ride, make the bed*)
- sub-/cross theme (*ambulance*)
- many more adjectives & adverbs

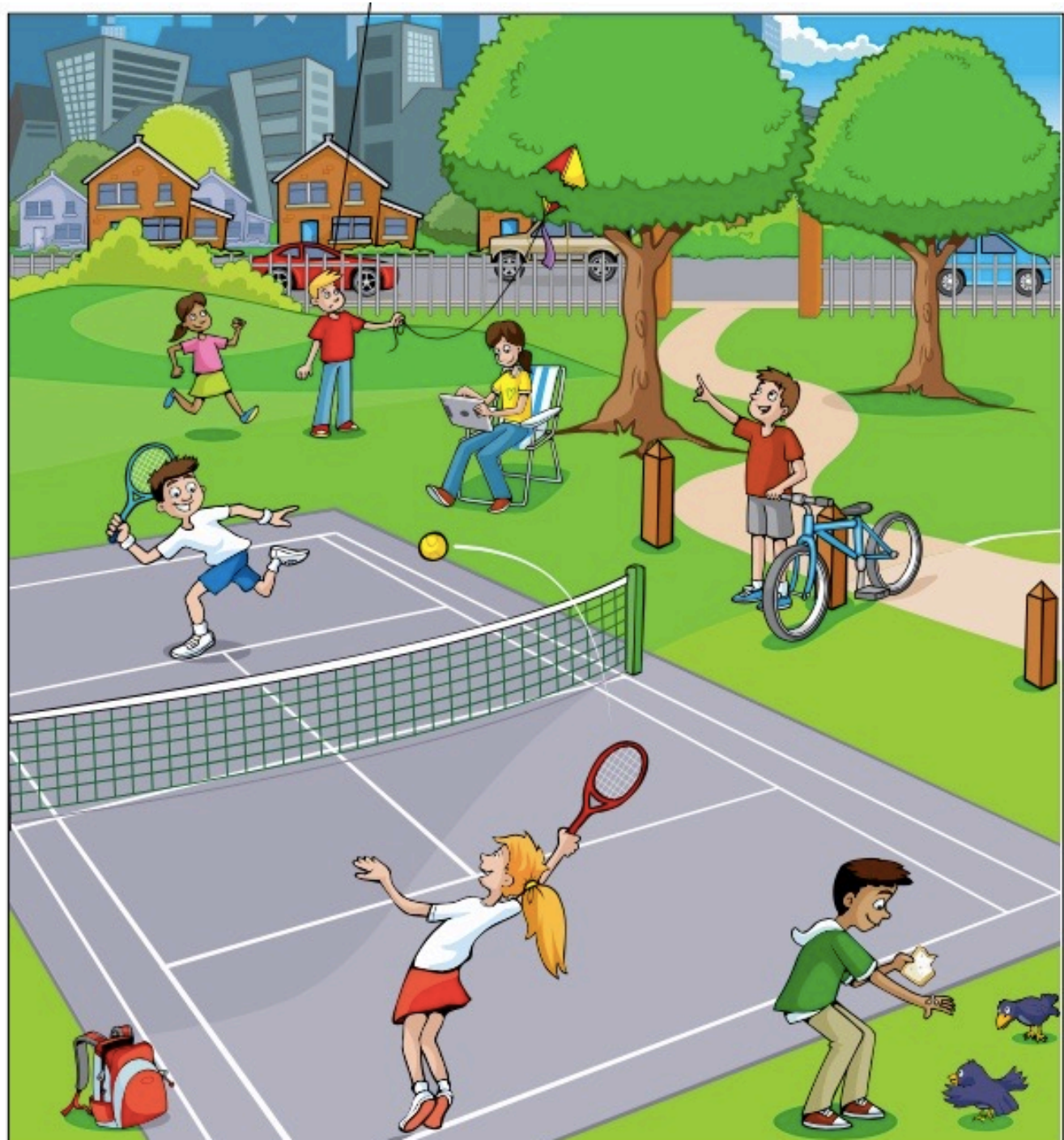
# Using pictures

- ✓ Use the same questions and tasks to ask students about pictures you use in the classroom.

## Why?

- To develop learners' visual awareness, 'noticing' skills, etc.
- To focus on specific language, structures, etc

There is/are  
Present continuous  
Numbers  
Prepositions of place  
Colours



# Using picture differences

Get learners to think of and say as many reasons for differences as possible.



# Using picture differences



**Official reason:** The shorts are different because they're green. The helmet, T-shirt and cap are red.

The shorts are different because you don't wear them on the top half of your body.

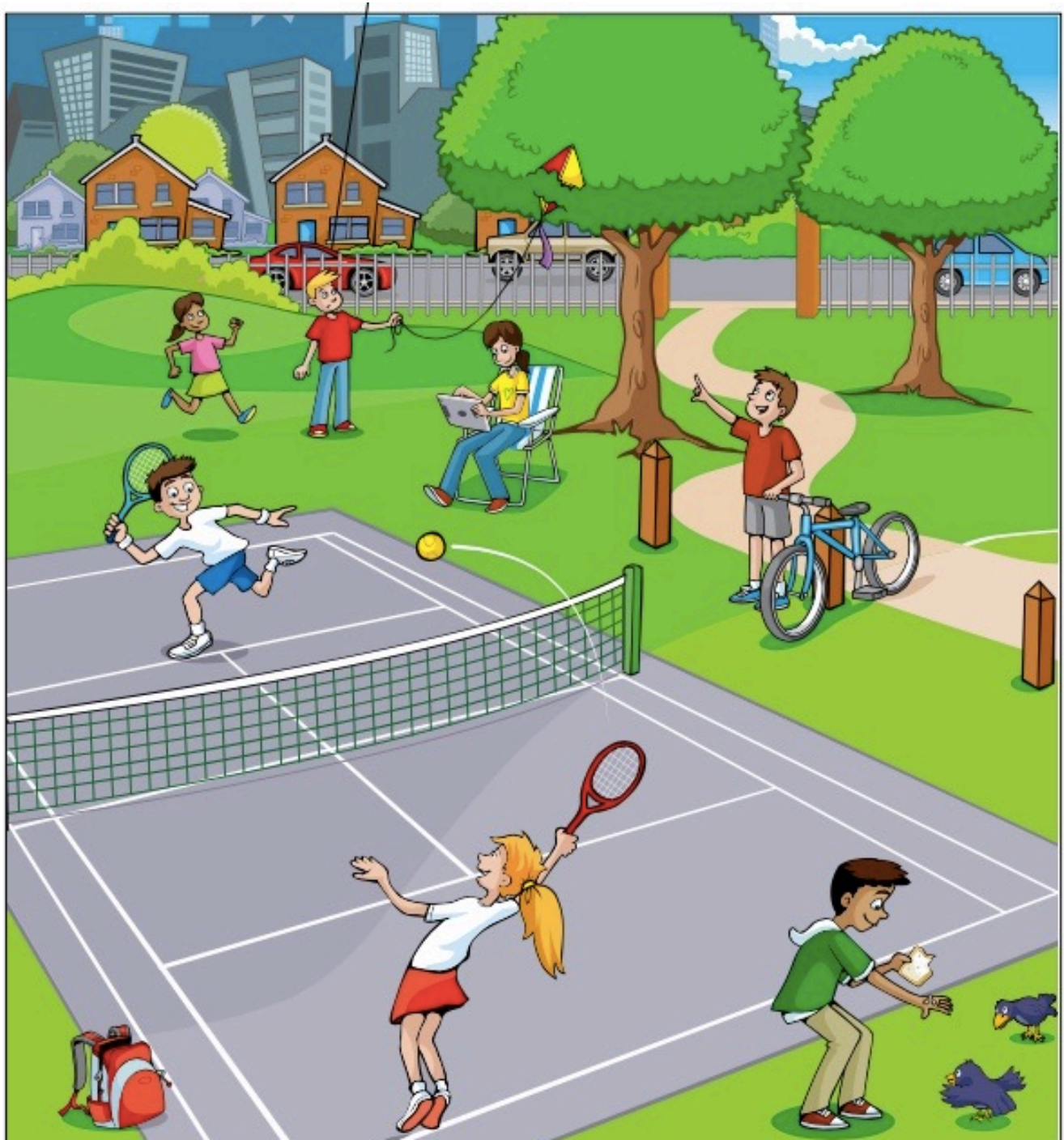
The cap is different because there's no white.

The helmet's different because you wear it when you do sport, not to go out or go to school.

Write/say sentences about **similarities** and/or **differences**.

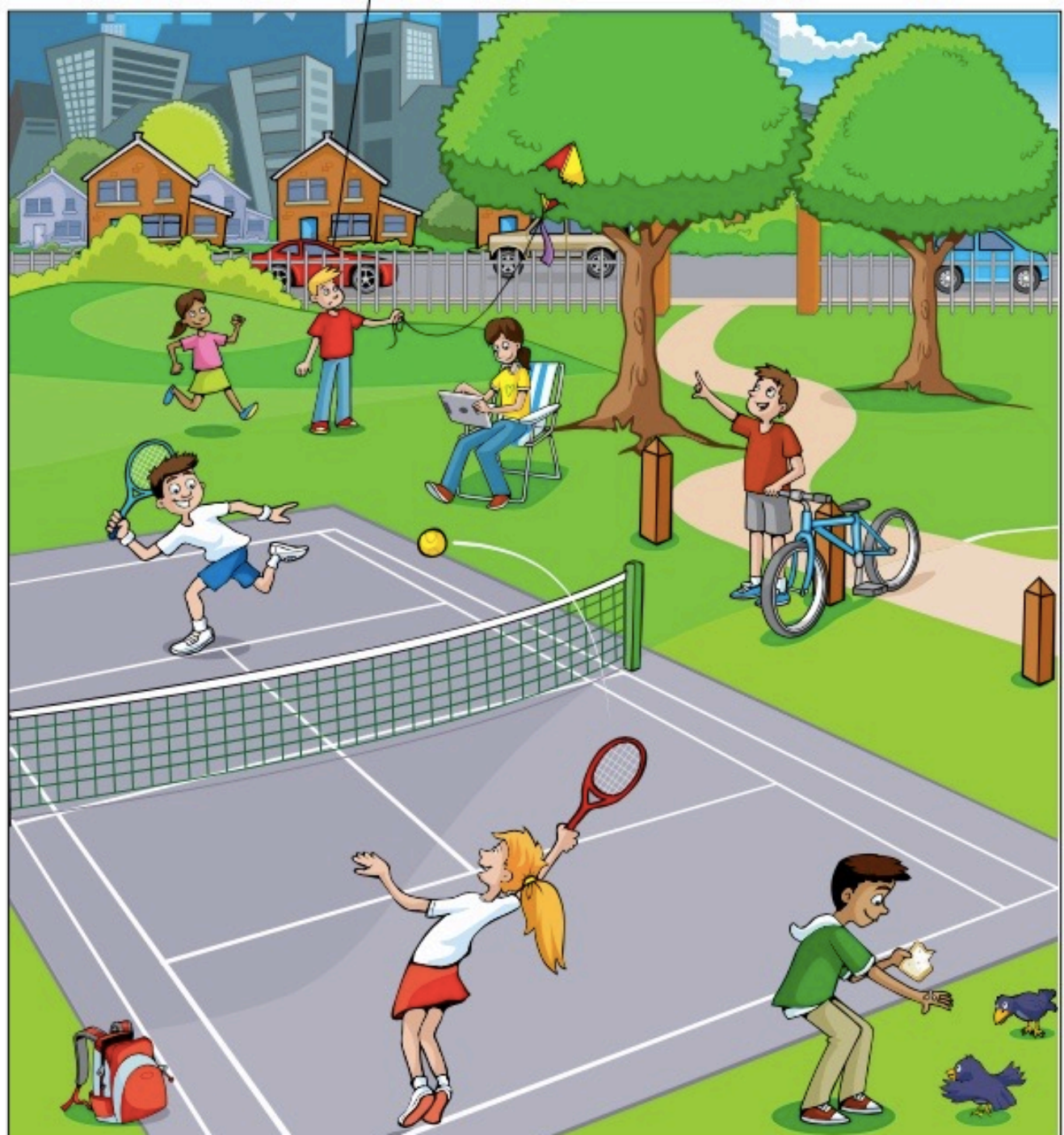
*Two boys are wearing red T-shirts.*

*The girl's racket is red, but the boy's racket is blue.*



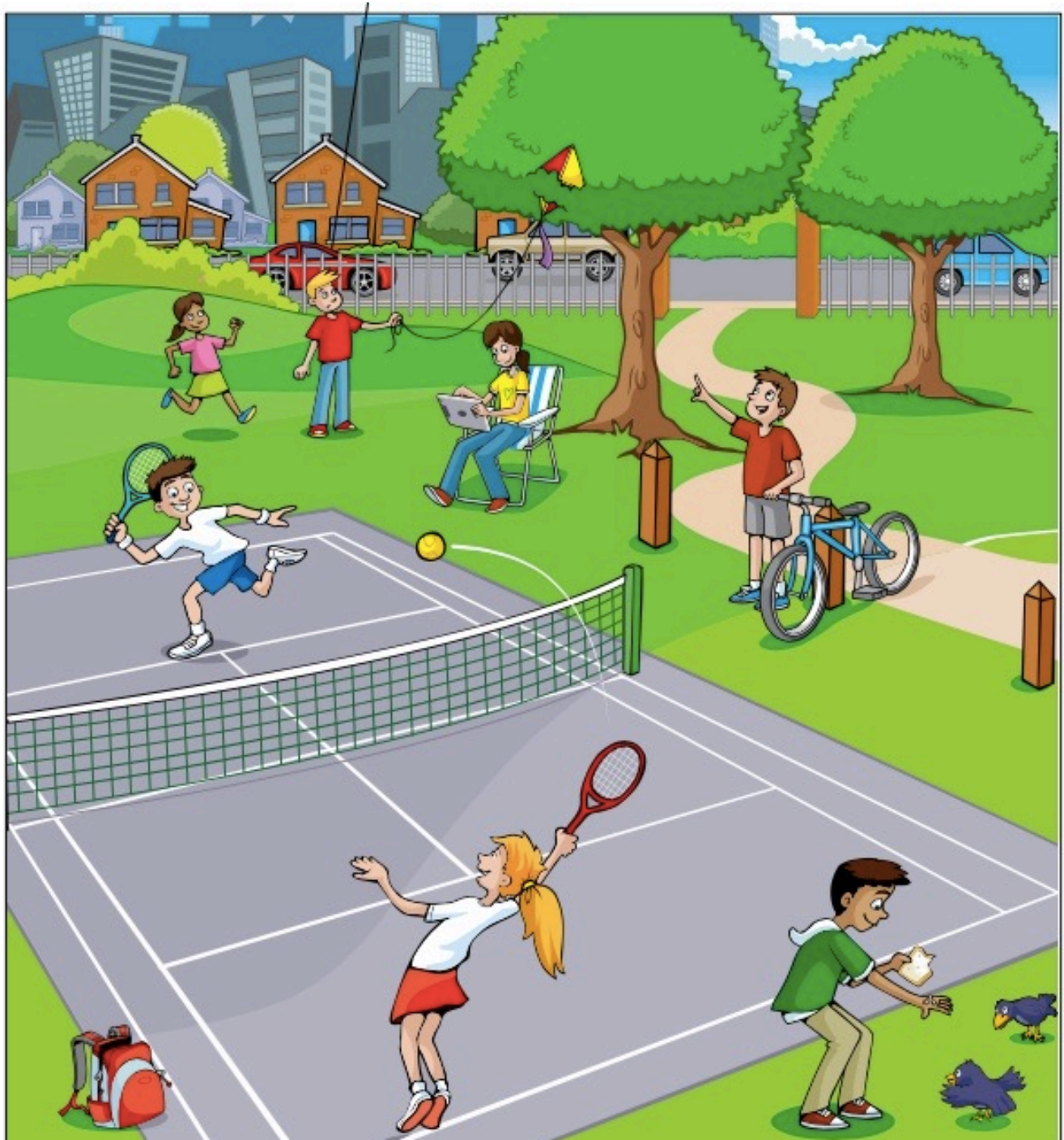
**Find 2!**

✓ *2 round green trees*



## Find 2!

- ✓ 2 round green trees
- ✓ 2 tennis players
- ✓ 2 birds
- ✓ 2 red T-shirts
- ✓ 2 people with yellow/blond hair.
- ✓ 2 girls in skirts
- ✓ 2 boys in shorts



# Using picture differences

- ✓ Use flashcards / speaking part 1 (Movers and Flyers) & Part 3 (Movers)
- ✓ Use picture stories (Movers & Flyers speaking, Flyers Reading and Writing Part 7)

## Why?

- To develop learners' visual awareness, their 'noticing' skills, etc.
- To revise language
- To develop cognitive skills and critical thinking

1



Where your world grows

2



Where your world grows

3



Where your world grows

1



Take a step forward if  
it's true for you.

2



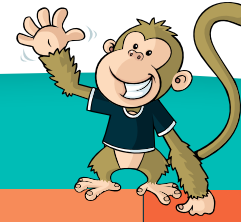
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# Progression up the levels in Reading and Writing



- length of text
- language in text
- sentence length
- number of distractors
- picture support
- language needed for answers



The learner CAN ...

Pre A1 Starters		A1 Movers		A2 Flyers	
<p>... understand simple sentences</p>  <p>This is a chair</p>	<p>... respond to simple questions</p> <p>How old are you? I'm six</p>	<p>... agree/disagree with someone</p> <p>I think this is pretty Yes, it is</p>	<p>... ask someone how they are and what they like doing, and answer similar questions</p> <p>How are you? Fine, thank you</p>	<p>... understand instructions given in more than one sentence</p> <p>Could you say it again please?</p>	<p>... understand simple conversations on everyday topics</p> <p>The wheel on the bicycle is broken</p>
<p>... follow very short stories in simple language</p> <p>Then Lucy eats an apple</p>	<p>... understand and follow simple instructions</p> <p>Open your book</p>	<p>... give simple descriptions of objects, pictures and actions</p> <p>The boy is running</p>	<p>... answer questions about school activities</p> <p>What is our homework today? To read a story</p>	<p>... ask basic questions about everyday topics</p> <p>Do you like pop music? Yes, I do</p>	<p>... talk briefly about things they have done</p> <p>I read a magazine yesterday</p>
<p>... understand some very simple descriptions of everyday objects</p> <p>This is blue.</p>	<p>... recognise and write the letters of the English alphabet</p> <p>Aa Bb Cc</p>	<p>... understand simple written sentences</p> <p>The children went to the park.</p>	<p>... write simple sentences giving personal details</p> <p>I live in a town</p>	<p>... understand short texts, even if they do not know every word</p>	<p>... understand simple written descriptions</p>
<p>... spell her/his name and simple words</p> <p>Anna cat dog</p>	<p>... name some familiar people and things</p> <p>cat mum brother dog cow dad</p>	<p>... understand simple stories with the help of pictures</p>	<p>... write short sentences about what they like or dislike</p> <p>I like going swimming</p>	<p>... write simple descriptions of objects and people</p> <p>Sarah is eating a strawberry</p>	<p>... link sentences with connectors (and, because, then)</p> <p>I am sad because it is raining</p>
<p>... understand some very short conversations</p> <p>I like football. I like tennis.</p>	<p>... copy words, phrases and short sentences</p> <p>This is a television This is a television</p>	<p>... understand simple signs and notices</p> <p>Do not feed the animals</p>	<p>... tell a very simple story with the help of pictures</p> <p>I went to the beach today.</p>	<p>... write short simple stories using pictures</p>	<p>... tell a story using pictures or their own idea</p>

# Results reporting

Where to go next




## Flyers Statement of Results

Candidate name

**Candidate Test One**

Place of entry  
**Cambridge**

Reading and Writing  Listening  Speaking 



Current strengths & achievements

### These are your strengths in English. Using Flyers vocabulary and grammar:

You can understand simple English conversations on everyday topics.  
You can use everyday English vocabulary and simple grammatical structures accurately.  
You can ask questions, tell stories, describe things and talk about yourself with other people using simple English.  
You can understand simple descriptions of things, people and events that you hear and read in English.  
You can read and understand simple stories in English – and write them too.



### Here are some things you can work on:

Practise telling people about interesting places, inviting people to go out, and arranging details with them.



### What can I do to improve?

Tell your friend in English about something interesting that happened to you today or yesterday.  
Tell them about something fun you are planning to do at the weekend.



Ways to practise and improve

# Certificates



# Avatar on Digital Certificates



# Reasons for integrating exam preparation



The tasks are colourful,  
attractive and fun!

✓ Setting achievable goals

✓ Measuring and showing  
progress

✓ Relevant and meaningful  
language use

✓ Gentle introduction to  
exams