

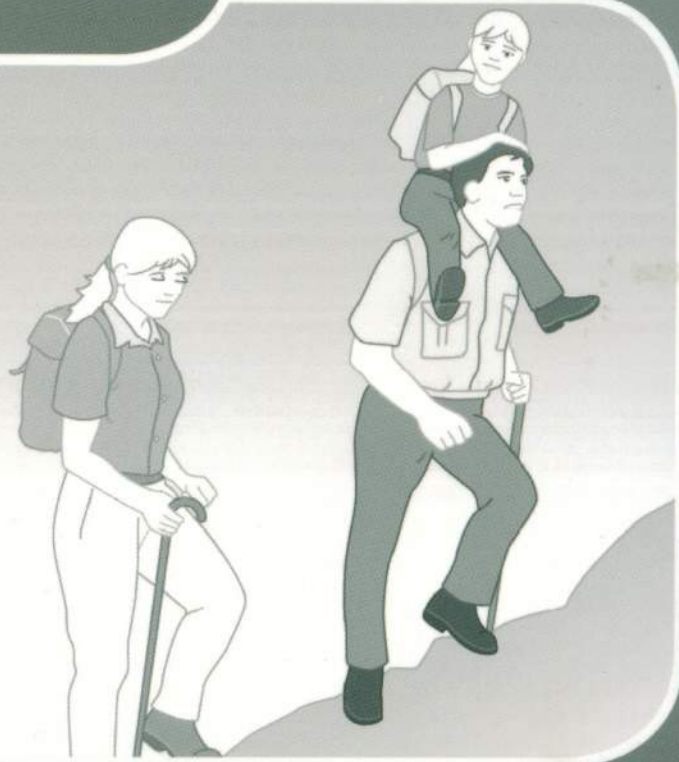
••• Cambridge Young Learners English Tests  
Second edition



CAMBRIDGE

# Flyers

# 1



## Answer Booklet

Examination Papers from  
University of Cambridge  
ESOL Examinations

Cambridge Books for Cambridge Exams •••

Cambridge Young Learners  
English Tests

# Cambridge Flyers 1

Answer Booklet

Examination papers from  
University of Cambridge  
ESOL Examinations:  
English for Speakers of Other Languages



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# Introduction

The *Cambridge Young Learners English Tests* offer an elementary-level testing system for learners of English between the ages of 7 and 12. The tests include 3 key levels of assessment: *Starters*, *Movers* and *Flyers*.

*Flyers* is the third level in the system. Test instructions are very simple and consist only of words and structures specified in the syllabus.

The complete test lasts about one hour and a quarter and has the following components: Listening, Reading and Writing, and Speaking.

	length	number of parts	number of items
<b>Listening</b>	approx. 25 minutes	5	25
<b>Reading and Writing</b>	40 minutes	7	50
<b>Speaking</b>	approx. 7–9 minutes	4	–

Candidates need a pen or pencil for the Reading and Writing paper, and coloured pens or pencils for the Listening paper. All answers are written on the question papers.

## Listening

In general, the aim is to focus on the ‘here and now’ and to use language in meaningful contexts. In addition to multiple choice and short answer questions, candidates are asked to use coloured pencils to mark their responses to one task. There are 5 parts. Each part begins with a clear example.

part	main skill focus	input	expected response/item type	number of items
1	the main skill focus in all five parts of the Listening test is listening for specific information of various kinds, e.g. numbers, describing people, etc	picture, names and dialogue	draw lines to match names to people in a picture	5
2		form or page of notepad with missing words and dialogue	write words or numbers in gaps	5
3		picture sets and list of illustrated words or names and dialogue	match pictures with illustrated word or name by writing letter in box	5
4		3-option multiple-choice pictures and dialogues	tick box next to correct picture	5
5		picture and dialogue	carry out instructions to colour, draw and write (range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow)	5

## Reading and Writing

Again, the focus is on the ‘here and now’ and the use of language in meaningful contexts where possible. To complete the test, candidates need a single pen or pencil of any colour. There are 7 parts, each starting with a clear example.



part	main skill focus	input	expected response/item type	number of items
1	reading definitions and matching to words writing words	nouns and definitions	copy the correct words next to the definitions	10
2	reading and understanding sentences	picture and sentences	write 'yes' or 'no'	7
3	reading and completing a continuous dialogue	half a dialogue with responses in a box	select correct response and write A–H in gap	5
4	reading for specific information and gist copying words	gapped text with words in a box	write words in gaps choose the best title for the story from a choice of 3 by ticking a box	6
5	reading and understanding a story completing sentences	story, picture and gapped sentences	complete sentences by writing 1, 2, 3 or 4 words	7
6	reading and understanding a factual text copying words	gapped text and 3-option multiple choice (grammatical words)	complete text by selecting the correct words and copying them in corresponding gaps	10
7	reading and understanding a short text (e.g. page from diary or letter) providing words	gapped text	write words in gaps no answer options given	5

## Speaking

In the Speaking test, the candidate speaks with 1 examiner for about 8 minutes. The format of the test is explained in advance to the child in their native language, by a teacher or person familiar to them. This person then takes the child into the exam room and introduces them to the examiner.

Speaking ability is assessed according to various criteria, including comprehension, the ability to produce a prompt, appropriate and accurate response, and pronunciation.

part	main skill focus	input	expected response
1	understanding statements and responding with differences	two similar pictures (one unseen) oral statements about unseen picture	identify six differences in Candidate's picture from oral statements about Examiner's picture
2	responding to questions with short answers forming questions to elicit information	one set of facts and one set of question cues	answer and ask questions about two people, objects or situations
3	understanding the beginning of a story and then continuing it based on a series of pictures	picture sequence	describe each picture in turn
4	understanding and responding to personal questions	open-ended questions about candidate	answer personal questions

## Further information

The topics, structures, words and tasks upon which the *Cambridge Young Learners English Tests* are based are comprehensively described in the Handbook, so teachers or parents can know exactly what to expect.

Further information about the *Cambridge Young Learners English Tests* can be obtained from the Local Secretary for Cambridge ESOL examinations in your area, or from:

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Cambridge Assessment  
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Cambridge CB1 2EU  
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Telephone: +44 1223 553997  
Fax: +44 1223 460278

e-mail: [ESOLHelpdesk@CambridgeESOL.org](mailto:ESOLHelpdesk@CambridgeESOL.org)  
[www.CambridgeESOL.org](http://www.CambridgeESOL.org)

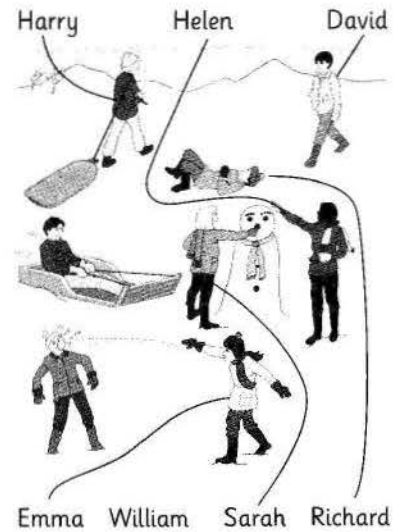
# Test 1 Answers

## Listening

### Part 1 (5 marks)

Lines should be drawn between:

- 1 Helen and the girl with a blue scarf making a snowman
- 2 Harry and the boy pulling a sledge
- 3 Emma and the girl who has thrown a snowball
- 4 Sarah and the girl in red trousers and green jacket by the snowman
- 5 Richard and the boy lying on the snow, crying



### Part 2 (5 marks)

1 10 2 Randall 3 810 334 4 4 years 5 afternoons

### Part 3 (5 marks)

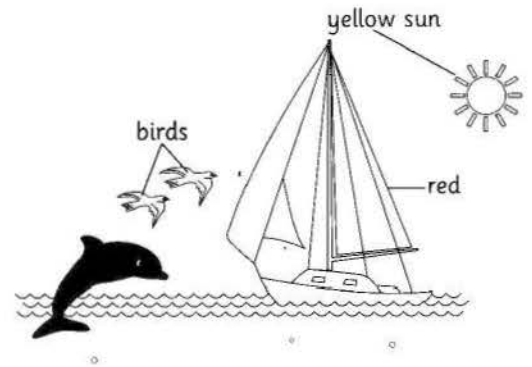
- 1 Mary - E - melon
- 2 Robert - G - pasta
- 3 Alex - A - pizza
- 4 Ben - C - chocolate
- 5 Katy - H - biscuits

### Part 4 (5 marks)

1 C 2 A 3 B 4 A 5 C

### Part 5 (5 marks)

- 1 Colour the sailing boat - red
- 2 Colour one fish near the sunken wreck - blue
- 3 Colour the octopus - green
- 4 Draw two birds in the sky between the dolphin and the boat
- 5 Draw a yellow sun in the sky on the right



TRANSCRIPT *Hello. This is the Cambridge Flyers Practice Listening Test, Test 1.*

Part 1 *Listen and look. There is one example.*

[pause]

BOY: Where's David?  
 GIRL: He's on the right.  
 BOY: What's he doing?  
 GIRL: He's walking down the hill.  
 BOY: Oh yes, I can see him.

[pause]

*Can you see the line? This is an example. Now you listen and draw lines.*

[pause]

1

BOY: What about Helen? I can't see her.  
 GIRL: She's over there, making a snowman.  
 BOY: But there are two girls. Which one's Helen?  
 GIRL: She's the girl with the blue scarf.

[pause]

2

BOY: And who's the boy over there?  
 GIRL: Do you mean the boy pulling the sledge up the hill?  
 BOY: Yes.  
 GIRL: I think that's Harry.  
 BOY: Yes, you're right.

[pause]

3  
 GIRL: Look, that girl has just hit her friend in the face with a snowball!  
 BOY: The girl wearing the hat? Who is she?  
 GIRL: Oh, it's Emma. She's a very strong girl.  
 BOY: Yes, I know!

[pause]

4  
 BOY: Where's Sarah? I can't see her.  
 GIRL: Can you see the girl in the red trousers and green jacket?  
 BOY: Is she helping to make the snowman?  
 GIRL: Yes, that's right! That's Sarah.

[pause]

5  
 GIRL: Oh, that little boy has just fallen over.  
 BOY: Where?  
 GIRL: Behind the snowman.  
 BOY: Oh, that's Richard. Look, he's crying. Let's go and help him.

[pause]

*Now listen to Part 1 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 1.*

[pause]

*Part 2 Listen and look. There is one example.*

[pause]

MAN: What's your surname, Betty?  
 GIRL: Barratt.  
 MAN: Can you spell that please?  
 GIRL: Yes, it's B – A double R – A double T.  
 MAN: Thank you.

[pause]

*Can you see the answer? Now you listen and write.*

[pause]

MAN: Now, you want to play in the tennis competition, don't you?  
 GIRL: Yes, please.  
 MAN: Good. How old are you Betty?  
 GIRL: I'm ten. It was my birthday last week.  
 MAN: OK, that's fine. And what's your address?  
 GIRL: It's 17 Randall Street.  
 MAN: Can you spell that for me, please?  
 GIRL: Yes. R – A – N – D – A double L.  
 MAN: Right, and what's your phone number?  
 GIRL: It's 810 double 3 4.  
 MAN: OK, I've got that. Now, how long have you played tennis Betty?  
 GIRL: Sorry?

MAN: How many years have you played tennis?  
 GIRL: Oh, I see. Four years. I started when I was six.  
 MAN: That's good. Now the last question. When do you prefer to play?  
 GIRL: Do you mean which days?  
 MAN: No, sorry. I mean which time of day, morning or afternoon?  
 GIRL: Oh, I see. I prefer afternoons, please.  
 MAN: That's fine. Thank you.  
 GIRL: Thank you. Bye.

[pause]

*Now listen to Part 2 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 2.*

[pause]

*Part 3 Listen and look. There is one example.*

[pause]

*Tony's mother talked about food with her friends at work today. Which food does each person often like eating?*

[pause]

BOY: What did you talk about at work today, Mum?  
 WOMAN: Oh ... lots of things. But at lunch, we talked about food. You know Bill?  
 BOY: Yes.  
 WOMAN: Well, he loves eating chips, like you! He eats them about three times a week. That's too often, I think.

[pause]

*Can you see the letter D? Now you listen and write a letter in each box.*

[pause]

WOMAN: There's someone called Mary at work who loves eating melon. There are lots of different kinds, but she likes them all and she gets one every week at the supermarket. I don't like it much. I don't think it tastes of anything.  
 BOY: Don't you? I like it sometimes.

[pause]

BOY: What did the other people like?  
 WOMAN: Well, there's Robert. He's funny. He eats a lot of pasta. He has it in lots of different ways but, do you know, he never eats vegetables. He hates salads and things like that. I love them.

[pause]



WOMAN: I like Alex. She goes to a pizza restaurant every Friday because she loves those.

BOY: Me too!

WOMAN: I know. It's strange because cheese isn't her favourite food, but I don't think they always put cheese on them. Would you like to go there one day with her?

BOY: Yes, please, Mum!

[pause]

WOMAN: Ben doesn't like eating very much. He's more interested in other things.

BOY: Is he very thin?

WOMAN: No. He does eat. He just finds it boring. He prefers snacks, I think, but he loves eating chocolate. I'm sure about that because he always has some on his desk at work.

[pause]

BOY: What about that woman who telephones you sometimes? What does she like?

WOMAN: You mean Katy? She buys biscuits every morning on the way to work and eats them every day. She loves them!

BOY: Me too! Mmmm, I'm hungry now. Can we make dinner?

WOMAN: Yes! Good idea!

[pause]

*Now listen to Part 3 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 3.*

[pause]

*Part 4 Listen and look. There is one example.*

[pause]

*What's Sue's brother's job?*

[pause]

GIRL: My brother has just started his first job.

BOY: Really? What's he doing? Is he a businessman?

GIRL: No, he's a mechanic. He wanted to work outside, not in an office.

BOY: Oh, that's interesting.

[pause]

*Can you see the tick? Now you listen and tick the box.*

[pause]

*1 Where does her brother work?*

BOY: Where does your brother work?

GIRL: Well, he wanted to work on a farm but he couldn't find a job like that.

BOY: Oh, where is he working then?

GIRL: He's found a job in a big factory outside the town. It's near the airport.

[pause]

*2 How does he go to work?*

BOY: How does he go to work every day? Is there a bus?

GIRL: Well, there is a bus but it's very slow.

BOY: He doesn't walk, does he? It's too far.

GIRL: No. My Dad gave him a big new motorbike. It's very fast.

[pause]

*3 When does he start work?*

BOY: That's good. What time does he have to start work in the morning?

GIRL: He has to get up at half past six.

BOY: That's very early. He doesn't start work then, does he?

GIRL: No. Work starts at eight but he needs half an hour to get there.

[pause]

*4 What does he do for lunch?*

BOY: So does he come home at lunchtime?

GIRL: No, he only has thirty minutes so he can't come home.

BOY: Is there a restaurant?

GIRL: Yes, but he doesn't like the food so my mum makes him some sandwiches.

[pause]

*5 What did he do before he started this job?*

BOY: What did your brother do before this job?

GIRL: Well, after he finished school he went to university.

BOY: In a city?

GIRL: No it was in the country. It was a very nice place just by a river. Mum and I went to see him there last summer.

[pause]

*Now listen to Part 4 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 4.*

[pause]

*Part 5 Listen and look at the picture. There is one example.*

[pause]

MAN: Do you want to help me with this picture?

GIRL: All right. What can I do?

MAN: Can you see the lovely dolphin? Colour it black.

[pause]

*Can you see the black dolphin? This is an example. Now you listen and colour and draw.*

[pause]

1

MAN: Can you see the boat?

GIRL: Which one? The new one or the old, broken one?

MAN: The nice, new one. Colour it red.

GIRL: OK.

[pause]

2

MAN: Now look at the fish which are swimming under the water.

GIRL: Near the old boat?

MAN: Yes, that's right. Can you colour the fish?

GIRL: Shall I colour all of them?

MAN: No. Why don't you colour one fish?

GIRL: OK. Yellow?

MAN: No ... blue.

[pause]

3

MAN: What can you see under the water near the rocks?

GIRL: A shark and an octopus.

MAN: Good, now colour the octopus a nice green.

GIRL: OK.

[pause]

4

MAN: I think the sky looks empty, don't you?

GIRL: Yes. Shall I draw some birds?

MAN: That would be nice. Draw two birds in the sky.

GIRL: Where shall I put them?

MAN: Between the dolphin and the sailing boat.

GIRL: Here?

MAN: That looks good.

[pause]

5

MAN: What else do we need in the picture?

GIRL: Well, we haven't got any clouds or sun.

MAN: That's right. Why don't you draw a lovely sun and colour it yellow?

GIRL: OK. Where shall I draw it, on the left or on the right?

MAN: On the right.

GIRL: OK. I'll put it here.

MAN: That's good.

[pause]

*Now listen to Part 5 again.*

[The recording is repeated.]

[pause]

*That is the end of the Flyers Practice Listening Test 1.*

## Reading and Writing

### Part 1 (10 marks)

- |                |                |                |
|----------------|----------------|----------------|
| 1 scissors     | 2 geography    | 3 a dictionary |
| 4 art          | 5 a spoon      | 6 a postcard   |
| 7 a knife      | 8 a university | 9 an envelope  |
| 10 a newspaper |                |                |

### Part 2 (7 marks)

- 1 no 2 no 3 no 4 yes 5 no 6 no 7 yes

### Part 3 (5 marks)

- 1 B 2 E 3 G 4 C 5 H

### Part 4 (6 marks)

- 1 airport 2 wait 3 noisy 4 foggy  
5 stayed 6 A longer holiday

### Part 5 (7 marks)

- 1 football 2 some (big) (grey) rocks 3 dark  
4 Harry 5 (very) afraid 6 clever dog 7 biscuits

### Part 6 (10 marks)

- 1 her 2 much 3 that 4 was  
5 fell 6 there 7 near 8 caught  
9 carefully 10 of

### Part 7 (5 marks)

- 1 was 2 out 3 at 4 me 5 to

## Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: <b>Hello, this is (child's name)*.</b> <b>Hello *, my name's Jane/Ms Smith.</b>  What's your surname?  How old are you?	<b>Hello</b>  <i>Fernandez</i>  <i>eleven</i>	What's your family name? Are you <i>eleven</i> ?
1	Shows the candidate both <b>Find the difference</b> pictures.  Gives candidate his/her picture then describes things without pointing.	<b>Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, in my picture there are two planes but in your picture there's only one. OK?</b>  I'm going to say something about my picture. You tell me how your picture is different.  In my picture, it's half past three. In my picture, there's a man by the desk. He's wearing black trousers. In my picture, there's a girl. She's standing next to a table. In my picture, it's a sunny day. In my picture, there are four tables near the window. In my picture, there's a flower on every table.	  <i>In my picture, it's three o'clock.</i> <i>In my picture, the man's wearing blue trousers.</i>  <i>In my picture, the girl's sitting at the table.</i>  <i>In my picture, it's raining.</i>  <i>In my picture, there are three tables.</i>  <i>In my picture, there aren't any flowers.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question.  What's the time?  What colour are the man's trousers?  What's the girl doing?  Is it sunny?  How many tables are there?  Are there any flowers on the tables?
2	Briefly shows candidate the <b>Information exchange</b> cards. Then gives candidate his/her card.  Asks the questions.  Points to Mr Green on candidate's card.	<b>This is Mrs Green. I don't know anything about Mrs Green, but you do. So I'm going to ask you some questions.</b>  How old is she? What's her job? How many children has she got? What are her hobbies? Where does she live?  <b>This is her cousin, Mr Green. Now you don't know anything about Mr Green, so you ask me some questions.</b>	  <i>(She's) 45.</i> <i>(She's a) doctor.</i>  <i>(She's got) 3.</i> <i>Golf and cinema.</i> <i>(She lives at) 25 School Road.</i>	Points at the information if necessary.

\* Remember to use the child's name throughout the test.

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Responds using information on examiner's card.		<i>How old is he? Where does he live? What's his job? What are his hobbies? How many children has he got?</i>	Points at the information cues if necessary.
3	Shows candidate the <b>Tell the Story</b> card. Allows time to look at it.	<p><b>These pictures tell a story. It's called 'The birthday present'. Just look at the pictures first.</b></p> <p><b>This is Sue and Tom. It's their father's birthday tomorrow. They want to give him a present, but they don't know what he wants.</b></p> <p><b>Now you tell the story.</b></p>	<p><i>The children are looking at their father. He's very wet because it's raining and his umbrella is broken. The children and their mother feel sorry for their father. They are bringing him a hot drink and dry shoes.</i></p> <p><i>Now it's Father's birthday. Mother and the children are giving him presents.</i></p> <p><i>Father's opening his presents. Mother has given him a black umbrella and the children have given him a red and yellow umbrella. Father is very happy!</i></p>	<p>1. Point at the pictures. 2. Ask questions about the pictures.</p> <p><b>Who are the children looking at?</b></p> <p><b>Why is he wet?</b></p> <p><b>What are the children doing?</b></p> <p><b>Whose birthday is it?</b></p> <p><b>What are Mother and the children doing?</b></p> <p><b>What's Father doing?</b></p> <p><b>What presents has he got?</b></p> <p><b>Is he happy?</b></p>
4	Puts the pictures away and turns to the candidate.	<p><b>Now, let's talk about films.</b></p> <p><b>Do you like going to the cinema?</b> <b>How often do you go?</b> <b>Who do you go with?</b></p> <p><b>Which films do you like best?</b></p> <p><b>Tell me about your favourite film.</b></p>	<p><i>Yes Every week Mum and Dad</i></p> <p><i>Animal films</i></p> <p><i>It's Jurassic Park. It's about dinosaurs.</i></p>	<p><b>Do you go every week?</b> <b>Do you go with your mother and father?</b> <b>Do you like animal films?</b></p> <p><b>Do you like Jurassic Park?</b></p>
		<p><b>OK, thank you*.</b> <b>Goodbye.</b></p>	<p><b>Goodbye</b></p>	

\* Remember to use the child's name throughout the test.

# Test 2 Answers

## Listening

### Part 1 (5 marks)

Lines should be drawn between:

- 1 Michael and the boy riding a horse
- 2 Katy and the girl with headphones listening to a CD
- 3 Helen and the girl carrying a camera
- 4 Jim and the boy wearing red shorts and a blue shirt
- 5 William and the boy riding a camel



### Part 2 (5 marks)

- 1 9    2 849033    3 Forest Hill    4 Friday  
5 5 o'clock

### Part 3 (5 marks)

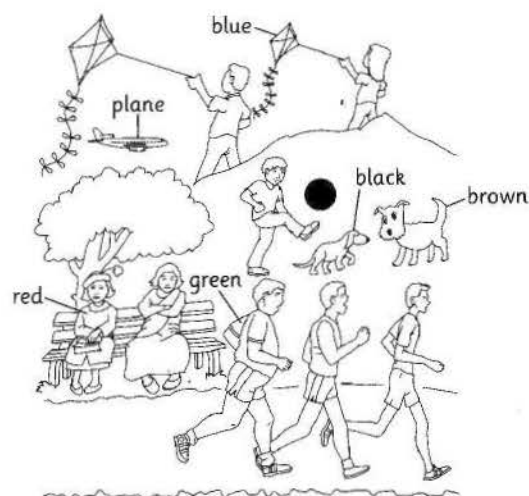
- 1 son - C - village                      2 cousin - F - waterfall  
3 wife - D - sailing                    4 mother - B - plane  
4 uncle - A - city

### Part 4 (5 marks)

- 1 C    2 B    3 A    4 C    5 A

### Part 5 (5 marks)

- 1 Colour the small kite - blue
- 2 Colour the dress of the woman wearing a hat - red
- 3 Colour the big dog - brown, the small dog - black
- 4 Draw a plane above the tree
- 5 Colour the fattest man's T-shirt - green



**TRANSCRIPT** *Hello. This is the Cambridge Flyers Practice Listening Test, Test 2.*

**Part 1** *Listen and look. There is one example.*

[pause]

BOY: Where are all our friends? Where's Daisy?

GIRL: She's over there reading a book.

BOY: Oh yes, I can see her.

[pause]

*Can you see the line? This is an example. Now you listen and draw lines.*

[pause]

BOY: What about Michael? I can't see him.

GIRL: He's riding over there.

BOY: But there are two boys. Which one's Michael?

GIRL: He's riding a horse and he's wearing a green shirt.

[pause]

BOY: And who's that girl?

GIRL: Do you mean the girl standing up?

BOY: Yes, she's listening to a CD.

GIRL: That's Katy. She thinks pyramids are boring.

BOY: She only likes music!

[pause]

BOY: Who's that girl looking at the smallest pyramid?



GIRL: Do you mean the girl who's carrying a camera?

BOY: Yes.

GIRL: That's Helen, I think. She loves taking photos.

[pause]

BOY: Where's Jim?

GIRL: Can you see the boy in the red shorts and the blue shirt?

BOY: Is he climbing the pyramid?

GIRL: Yes, that's right. That's Jim.

[pause]

GIRL: Oh, look at that boy!

BOY: Where?

GIRL: Next to the biggest pyramid.

BOY: Oh, that's William. Look, he's riding a camel. Be careful William!

[pause]

*Now listen to Part 1 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 1.*

[pause]

*Part 2 Listen and look. There is one example.*

[pause]

MAN: What's your surname, Sarah?

GIRL: Greenall.

MAN: Can you spell that for me please?

GIRL: Yes, it's G - R double E - N - A double L.

MAN: Thank you.

[pause]

*Can you see the answer? Now you listen and write.*

[pause]

MAN: Would you like to have dancing lessons here?

GIRL: Yes, please, I love dancing.

MAN: Good. How old are you, Sarah?

GIRL: I'm nine. I'm going to be ten in August.

MAN: Good. Can you tell me your phone number please?

GIRL: It's 8490 double 3.

MAN: Right, and which school do you go to?

GIRL: Forest Hill.

MAN: Oh yes, I know that one. Now, which day would you like Sarah?

GIRL: Sorry?

MAN: Which day would you like to come for lessons, Monday, Wednesday or Friday?

GIRL: Oh, Friday is best I think.

MAN: That's fine. Now the last question. How did you know about us?

GIRL: I don't understand.

MAN: Sorry. I mean who told you about this school?

GIRL: Oh, I see. My cousin.

MAN: OK. We'll see you next Friday at five o'clock then.

GIRL: Thank you. Bye.

[pause]

*Now listen to Part 2 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 2.*

[pause]

*Part 3 Listen and look. There is one example.*

[pause]

*A teacher, Mr Hall, is talking to the children about some postcards. Which postcard did each person send?*

[pause]

MAN: Look, children! These are some of the postcards I got this summer. Come and see.

GIRL: Wow, Mr Hall. You got lots!

MAN: Yes, my family all went to different places. This one's from my sister. She went to stay in a forest on her holiday. Can you see the bear on the picture?

GIRL: Oh, yes!

[pause]

*Can you see the letter E? Now you listen and write a letter in each box.*

[pause]

MAN: This one's good. It's from my son. He went to stay in a beautiful village high up in the hills in the north of the country. They went on lots of walks there. It looks nice, doesn't it?

GIRL: Yes, I'd like to go there one day.

[pause]

GIRL: Who is this postcard from?

MAN: Oh, Emma, my cousin, sent me that one. She went camping by a famous waterfall. She loves holidays in the countryside, but she doesn't enjoy being on the beach. She says it's boring.

GIRL: Oh!

[pause]

MAN: My wife sent me this one. She had to go away for work for three days. She was in a town that was near a lake. She had a great time. She worked in the day and went sailing each evening. We'll go there together next year.

GIRL: It looks good there, Mr Hall.  
[pause]  
GIRL: What about this one?  
MAN: That one is from my mother. She often goes away on holiday. Last year she went to London to see all the museums there, but this year she flew to another country far, far away. She bought this card of a plane. You can see it flying around the world.  
GIRL: That's a funny one!  
[pause]

MAN: And here's the last one. My uncle sent it to me in August. He went to a big city to go shopping there.  
GIRL: That's a strange kind of holiday!  
MAN: Perhaps, but he likes doing that. Okay. Now we can all talk about *our* holidays ...  
GIRL: Great!

[pause]  
*Now listen to Part 3 again.*  
[The recording is repeated.]  
[pause]  
*That is the end of Part 3.*  
[pause]

**Part 4** *Listen and look. There is one example.*

[pause]  
*How did Sally go to town?*  
GIRL: I've just been shopping with my mum.  
BOY: Really? How did you get there, Sally? Did you go by car or bus?  
GIRL: No, we decided to walk. It's quicker.  
BOY: Yes, but it's a long way.

[pause]  
*Can you see the tick? Now you listen and tick the box.*

**1** *Where did she go first?*

BOY: Which shop did you look at first?  
GIRL: Well, I wanted some new shoes.  
BOY: Oh, so you went into the shoe shop first.  
GIRL: No, Mum wanted a new dress, so we went to that expensive clothes shop next to the bookshop.

[pause]  
**2** *What was she doing when the fire started?*

BOY: Did you shop all morning?  
GIRL: No, because there was a big fire in the supermarket in the High Street!

BOY: Were you in the supermarket when it started?  
GIRL: No. We were looking in the chemist's window across the street when we heard the noise. It was a very big fire. I was afraid.

[pause]  
**3** *Where did she have lunch?*

BOY: What did you do next? Did you come home?  
GIRL: No, we went to have some lunch.  
BOY: But weren't the restaurants and cafés closed because of the fire?  
GIRL: Yes, they were. So we had a sandwich in the park.

[pause]  
**4** *What has she bought for Katy?*

BOY: Katy's going to university soon, isn't she?  
GIRL: Yes, so we wanted to buy her something.  
BOY: And have you bought her something to help her study, like a computer?  
GIRL: She's got a computer and a radio so we've bought her a very good camera.

[pause]  
**5** *When is she going to give it to Katy?*

BOY: And when are you going to give it to Katy?  
GIRL: Well, she's going to leave tomorrow evening.  
BOY: Are you going to give it to her in the morning?  
GIRL: No. Mum's going to cook her favourite food for lunch and we'll give it to her then.  
BOY: That's nice.

[pause]  
*Now listen to Part 4 again.*  
[The recording is repeated.]

[pause]  
*That is the end of Part 4.*

[pause]

**Part 5** *Listen and look at the picture. There is one example.*

[pause]

MAN: I'm drawing a picture of the park.  
GIRL: That's nice. Can I help?  
MAN: Yes, if you like. Can you see the ball which the boy is kicking?  
GIRL: Yes.  
MAN: Well, colour it black.

[pause]

Can you see the black ball? This is an example. Now you listen and colour and draw.

[pause]

1

MAN: Can you see the kite?

GIRL: Which one? The kite which the boy is flying?

MAN: No, the small kite which the girl is playing with. Colour it blue.

GIRL: OK.

[pause]

2

MAN: Now look at the two women.

GIRL: The women who are sitting down?

MAN: Yes, that's right. Look at the one in the hat.

GIRL: Yes, I can see her.

MAN: Now, colour her dress red.

GIRL: OK.

[pause]

3

MAN: Can you see the two dogs?

GIRL: Yes, one is big and one is small.

MAN: That's right. Now colour the bigger one brown and the smaller one black.

GIRL: OK. I like dogs.

[pause]

4

MAN: Now, what about the sky?

GIRL: Shall I draw something in it?

MAN: That's nice. Draw a plane.

GIRL: Where shall I put it?

MAN: Above the tree.

GIRL: OK.

[pause]

5

MAN: Now look at the three men who are running.

GIRL: Yes, I can see them.

MAN: All right. Why don't you colour one of their T-shirts?

GIRL: OK. Which one shall I colour?

MAN: What about the fattest man? Colour his T-shirt green.

GIRL: OK. That's a good colour.

[pause]

Now listen to Part 5 again.

[The recording is repeated.]

[pause]

That is the end of the Flyers Practice Listening Test 2.

## Reading and Writing

### Part 1 (10 marks)

- |              |                |            |
|--------------|----------------|------------|
| 1 a rucksack | 2 a circus     | 3 a sledge |
| 4 a hotel    | 5 an ambulance | 6 a museum |
| 7 fog        | 8 a snowball   | 9 a storm  |
| 10 a factory |                |            |

### Part 2 (7 marks)

- |       |       |       |       |      |
|-------|-------|-------|-------|------|
| 1 no  | 2 yes | 3 yes | 4 yes | 5 no |
| 6 yes | 7 no  |       |       |      |

### Part 3 (5 marks)

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 B | 2 G | 3 H | 4 F | 5 E |
|-----|-----|-----|-----|-----|

### Part 4 (6 marks)

- |           |            |                   |
|-----------|------------|-------------------|
| 1 excited | 2 headache | 3 heard           |
| 4 driver  | 5 rode     | 6 John's new drum |

### Part 5 (7 marks)

- 1 chocolate (and sweets)/sweets (and chocolate)
- 2 dentist 3 excited 4 cleaned their teeth
- 5 their presents
- 6 (very) strong (and white)/(very) white (and strong)
- 7 (pink) toothbrushes

### Part 6 (10 marks)

- |          |       |         |         |         |
|----------|-------|---------|---------|---------|
| 1 during | 2 the | 3 When  | 4 catch | 5 also  |
| 6 they   | 7 of  | 8 might | 9 But   | 10 than |

### Part 7 (5 marks)

- |             |           |         |   |
|-------------|-----------|---------|---|
| 1 we/I/they | 2 and/but | 3 the/a | 4 |
| when/if     | 5 was     |         |   |

## Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: <b>Hello, this is (child's name)*.</b> <b>Hello *, my name's Jane/Ms Smith.</b>  <b>What's your surname?</b>  <b>How old are you?</b>	<b>Hello</b>  <b>Fernandez</b>  <b>eleven</b>	<b>What's your family name?</b> <b>Are you eleven?</b>
1	Shows candidate both <b>Find the difference</b> pictures.  Points to the window in each one.  Gives candidate his/her picture then describes things without pointing.	<b>Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, in my picture, it's raining but in your picture it's a sunny day. OK?</b>  <b>I'm going to say something about my picture. You tell me how your picture is different.</b>  <b>In my picture, there's a man in a red jacket. He's drinking coffee.</b> <b>In my picture, there are 6 cups on the table.</b> <b>In my picture, the desks are brown.</b> <b>In my picture, it's ten o'clock.</b> <b>In my picture, there's a computer. A woman is using it.</b> <b>In my picture, there's a bin under the coffee table.</b>	<i>In my picture, the man's eating some cake.</i>  <i>In my picture, there are four cups on the table.</i> <i>In my picture, the desks are white.</i> <i>In my picture, it's half past ten.</i> <i>In my picture, a man is using the computer.</i>  <i>In my picture, the bin is next to the coffee table.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question.  <b>What's the man in the red jacket doing?</b>  <b>How many cups are there?</b> <b>What colour are the desks?</b> <b>What's the time?</b>  <b>Who's using the computer?</b>  <b>Where's the bin?</b>
2	Briefly shows candidate the <b>Information exchange</b> cards. Then gives candidate his/her card.  Asks the questions.	<b>This is Betty. She's cooking something. I don't know what she's cooking, but you do. So I'm going to ask you some questions.</b>  <b>What's she cooking?</b> <b>Why is she cooking it?</b>  <b>What's she using?</b> <b>How long will she cook it?</b> <b>When will they eat it?</b>	<i>(a) cake (because) it's her mother's birthday</i> <i>chocolate and flour</i> <i>45 minutes</i> <i>tomorrow</i>	Point at the information if necessary.

\* Remember to use the child's name throughout the test.

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Points to David on candidate's card.  Responds using information on examiner's copy.	<b>This is her brother, David. David's cooking too. You don't know what he's cooking, but I do. So ask me some questions.</b>	<i>What's he cooking? When will he eat it? Why is he cooking it? What's he using? How long will he cook it?</i>	Points at the information cues if necessary.
3	Shows candidate the <b>Tell the Story</b> card. Allows time to look at it.	<b>These pictures tell a story. It's called 'Peter's birthday present'. Just look at the pictures first.</b>  <b>This is Peter. It's his birthday. He has a lot of presents. His favourite present is some skates.</b>  <b>Now you tell the story.</b>	<i>It's a cold day. Peter and his dog are going to the lake. There's ice on the lake and some people are skating. Now Peter's skating. His dog's watching him.</i>  <i>The ice has broken! Peter has fallen into the cold water. He shouts 'Help!' but only his dog hears him. His dog is pulling Peter out of the water. Peter is saying 'Good dog, thank you!'</i>	1. Point at the pictures. 2. Ask questions about the pictures.  <b>Where's Peter going? Is there ice on the lake?</b>  <b>What's Peter doing now? What's his dog doing?</b>  <b>What's happened to the ice? What's Peter saying?</b>  <b>Can anyone hear him?</b>  <b>What's the dog doing? What's Peter saying?</b>
4	Puts the pictures away and turns to the candidate.	<b>Now, let's talk about birthdays.</b> <b>When is your birthday?</b> <b>How old will you be next April?</b>  <b>What do you usually do on your birthday?</b>  <b>What do you usually eat on your birthday?</b>  <b>Tell me about the presents you had on your last birthday?</b>	<i>April</i>  <i>twelve</i>  <i>Have a party</i>  <i>Birthday cake</i>  <i>My parents gave me a bicycle.</i> <i>My brother gave me a book.</i>	<b>Is it in April?</b>  <b>Will you be twelve?</b>  <b>Do you have a party?</b>  <b>Do you have a birthday cake?</b>  <b>What did your parents give you?</b>
		<b>OK, thank you *.</b> <b>Goodbye.</b>	<b>Goodbye.</b>	

\* Remember to use the child's name throughout the test.



# Test 3 Answers

## Listening

### Part 1 (5 marks)

Lines should be drawn between:

- 1 Mary and the girl reading a book with glasses
- 2 George and the boy playing a computer game
- 3 Daisy and the girl whispering to her neighbour
- 4 May and the girl next to the window, looking at a butterfly
- 5 Peter and the boy coughing

### Part 2 (5 marks)

- 1 8    2 (Mrs) Drummond    3 Animal stories
- 4 Riding (horses)    5 5

### Part 3 (5 marks)

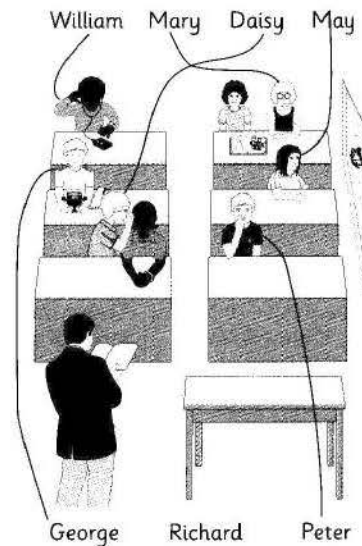
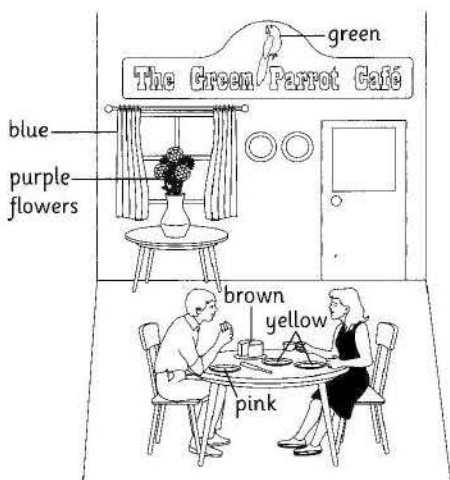
- 1 Miss Hill – B – dress    2 Mr Wood – C – comb
- 3 Mr Salt – A – rucksack    4 Mrs Gold – H – magazine
- 5 Mr Rich – E – shirt

### Part 4 (5 marks)

- 1 C    2 B    3 A    4 C    5 B

### Part 5 (5 marks)

- 1 Colour the 3 plates on the table – 2 yellow, 1 pink
- 2 Colour the curtains – blue
- 3 Colour the cake – brown
- 4 Draw some purple flowers on the table under the window
- 5 Colour the parrot – green



**TRANSCRIPT** *Hello. This is the Cambridge Flyers Practice Listening Test, Test 3.*

**Part 1** *Listen and look. There is one example.*

[pause]

**BOY:** Everyone's in class but where's William?

**GIRL:** He's listening to a song on his tape recorder.

**BOY:** Oh yes, I can see him.

[pause]

*Can you see the line? This is an example. Now you listen and draw lines.*

[pause]

1

**BOY:** What about Mary? Can you see her?

**GIRL:** She's over there, reading a book about robots.

**BOY:** But which girl's Mary?

**GIRL:** She's got curly hair and glasses.

[pause]

2

**BOY:** And who's the boy over there?

**GIRL:** Do you mean the boy playing with a computer game?

**BOY:** Yes.

**GIRL:** That's George, isn't it?

**BOY:** Oh yes, that's him.

[pause]

3

**GIRL:** Look, that girl is whispering a secret to her friend.

**BOY:** Who is she?

**GIRL:** That's Daisy. She's always talking.

**BOY:** Yes, she is!

[pause]

4

BOY: Where's May? I can't see her.  
 GIRL: Can you see the girl next to the window?  
 BOY: Is she looking at a butterfly?  
 GIRL: Yes, that's right. She loves all insects and butterflies.

[pause]

5

GIRL: Oh, that boy's got a cough.  
 BOY: Where?  
 GIRL: In front of the teacher's desk. Do you think he's ill?  
 BOY: No, that's Peter and he's just eating sweets. He's always eating something. Look at the teacher, nobody is listening to him!

[pause]

*Now listen to Part 1 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 1.*

[pause]

*Part 2 Listen and look. There is one example.*

[pause]

MAN: What's your surname please, Sarah?  
 GIRL: Tanner.  
 MAN: Can you spell that please?  
 GIRL: Yes, it's T – A double N – E – R.  
 MAN: Thank you.

[pause]

*Can you see the answer? Now you listen and write.*

[pause]

MAN: Now, you want to take books from the school library, don't you?  
 GIRL: Yes, please.  
 MAN: Good. How old are you, Sarah?  
 GIRL: I'm eight. My birthday is in September.  
 MAN: OK, that's fine. And who's your teacher?  
 GIRL: Mrs Drummond.  
 MAN: Can you spell that for me, please?  
 GIRL: Yes. D – R – U double M – O – N – D.  
 MAN: Right, and what books do you like best?  
 GIRL: Animal stories.  
 MAN: Excellent! We've got some lovely stories about animals in the library.  
 GIRL: That's good.  
 MAN: Now what are your hobbies, Sarah?  
 GIRL: Riding. I love horses.  
 MAN: That's good. Now the last question. How many books do you want?  
 GIRL: Sorry?

MAN: I mean how many books do you want to take each week.

GIRL: Oh, I see. I'd like five, please. I read a lot of books at home.

MAN: That's fine. You can go and choose five books now if you like.

GIRL: Thank you.

[pause]

*Now listen to Part 2 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 2.*

[pause]

*Part 3 Listen and look. There is one example.*

[pause]

*Paul's big sister is telling him about her day at work yesterday. She works in a large shop. Which thing did each person buy?*

[pause]

GIRL: I'm happy. I don't have to work today, Paul. It was very busy in the shop yesterday.

BOY: Did lots of people come into the shop?

GIRL: Yes. Six people that I know came in. You know Mrs Cook, Mum's friend? She was the first person. She bought a newspaper on her way to the office.

[pause]

*Can you see the letter F? Now you listen and write a letter in each box.*

[pause]

GIRL: Later in the day, Miss Hill came in too. She works at the school.

BOY: Oh, I know. She's a secretary there.

GIRL: That's right. She wanted a new dress for a party. She found one which she liked a lot and bought it, so that was good. It was very expensive!

[pause]

BOY: Who were the other people?

GIRL: Well, Mr Wood came in. You know him, too. He works at the library, remember? He had a suitcase with him because he was on his way to the airport. He just wanted a comb because his old one was broken. He stopped and said hello to me.

[pause]

GIRL: And Dad's friend came in and bought a rucksack. He's going camping this weekend. He looked at the cameras too, but he didn't get one of those.

BOY: Which friend do you mean?

GIRL: Erm ... Mr Salt. That's right. I don't know his first name.

[pause]

BOY: Did Fred come in?

GIRL: No, but his Mum did, Mrs Gold. I haven't seen her for a long time. She ran in and chose a magazine to read on the train. She didn't buy anything else. She was very late. The train leaves at five past ten and it was already ten o'clock.

[pause]

GIRL: The last person that I saw yesterday was Mr Rich. He wanted a new shirt. He only wears ones with spots but they were all too small for him. In the end, he bought one with stripes. It looked very good.

BOY: Wow ... you *were* busy!

GIRL: Yes. I'm going to do *nothing* today!

[pause]

*Now listen to Part 3 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 3.*

[pause]

*Part 4 Listen and look. There is one example.*

*What did John do last weekend?*

[pause]

GIRL: Did you have a nice weekend John?

BOY: Yes, but I was very tired at the end of it.

GIRL: Why? Did you go running or swimming?

BOY: No, I went mountain climbing.

[pause]

*Can you see the tick? Now you listen and tick the box.*

[pause]

*1 Did anyone go with him?*

[pause]

GIRL: Who did you go with?

BOY: I went with two other people.

GIRL: Your older brothers?

BOY: No, my uncle and aunt took me. They often go to the mountains.

[pause]

*2 What was the weather like?*

[pause]

GIRL: Was the weather OK?

BOY: Well no, that was part of the problem. It didn't rain but ...

GIRL: Was it too cold? Did it snow in the mountains?

BOY: Not where we were. The problem was fog. We couldn't see.

[pause]

*3 What happened to John?*

[pause]

GIRL: What happened next?

BOY: I fell over a rock.

GIRL: Did you hurt your leg?

BOY: No, but I broke my left shoulder!

[pause]

*4 How did he get to hospital?*

[pause]

BOY: It hurt a lot. I couldn't walk.

GIRL: How did you get down the mountain? Did someone carry you?

BOY: No, it was too difficult. There wasn't a road for the ambulance so a helicopter came and took me to hospital.

GIRL: Excellent!

[pause]

*5 What is John going to do next weekend?*

[pause]

BOY: Then I spent three days in bed in hospital.

GIRL: Well, what are you going to do next weekend? Stay at home and watch television?

BOY: I'm going to stay in my armchair and read a book. That's not dangerous.

GIRL: I think you're right.

[pause]

*Now listen to Part 4 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 4.*

[pause]

**Part 5** Listen and look at the picture. There is one example.

[pause]

MAN: Do you want to help me? I'm making a picture to put outside my café so a lot of people will come in and have tea.

GIRL: All right. What can I do?

MAN: Can you see the woman who's sitting at the table? Colour her dress black.

[pause]

Can you see the woman's black dress? This is an example. Now you listen and colour and draw.

[pause]

1

MAN: Can you see the plates?

GIRL: Which plates? The little ones on the table or the big ones on the wall?

MAN: The three little ones on the table. Colour two of them yellow and one of them pink.

GIRL: OK.

[pause]

2

MAN: Now look at the curtains.

GIRL: In the window?

MAN: Yes, that's right. Can you colour them blue, please?

[pause]

3

MAN: What shall we do now?

GIRL: Shall I colour the cake on the table?

MAN: Yes, please. You choose a colour.

GIRL: OK. I like chocolate cake best so I'll colour it brown.

[pause]

4

MAN: Would you like to draw something now?

GIRL: Yes, but what shall I draw?

MAN: Something nice.

GIRL: I know, I'll draw some flowers.

MAN: Where are you going to put them?

GIRL: Here on the table under the window. I'll colour them purple.

MAN: Oh, they look lovely.

[pause]

5

MAN: What else do we need in the picture?

GIRL: I know one thing which we need!

MAN: What's that?

GIRL: Your café is called 'The Green Parrot', isn't it?

MAN: Yes, I know. You want to colour the parrot at the top of the picture green.

GIRL: Yes.

MAN: That's lovely. I'm sure a lot of people will come to my café now!

[pause]

Now listen to Part 5 again.

[The recording is repeated.]

[pause]

That is the end of the Flyers Practice Listening Test 3.

## Reading

**Part 1 (10 marks)**

- |                |              |               |
|----------------|--------------|---------------|
| 1 a journalist | 2 a tent     | 3 a key       |
| 4 an envelope  | 5 a mechanic | 6 an umbrella |
| 7 a present    | 8 a stamp    | 9 a torch     |
| 10 a weekend   |              |               |

**Part 2 (7 marks)**

- |       |       |       |       |
|-------|-------|-------|-------|
| 1 yes | 2 no  | 3 no  | 4 yes |
| 5 no  | 6 yes | 7 yes |       |

**Part 3 (5 marks)**

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 D | 2 G | 3 E | 4 H | 5 F |
|-----|-----|-----|-----|-----|

**Part 4 (6 marks)**

- |                          |        |          |        |         |
|--------------------------|--------|----------|--------|---------|
| 1 quiet                  | 2 flew | 3 castle | 4 swan | 5 began |
| 6 Robert's strange dream |        |          |        |         |

**Part 5 (7 marks)**

- |                      |                   |                            |
|----------------------|-------------------|----------------------------|
| 1 (town's) newspaper | 2 (very) excited  |                            |
| 3 tickets            | 4 teacher         | 5 (red and white) T-shirts |
| 6 questions          | 7 English lessons |                            |

**Part 6 (10 marks)**

- |        |           |        |        |         |
|--------|-----------|--------|--------|---------|
| 1 with | 2 He      | 3 long | 4 were | 5 about |
| 6 his  | 7 thought | 8 But  | 9 a    | 10 too  |

**Part 7 (5 marks)**

- |       |            |      |      |        |
|-------|------------|------|------|--------|
| 1 was | 2 there/it | 3 at | 4 me | 5 with |
|-------|------------|------|------|--------|

## Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: <b>Hello, this is (child's name)*.</b> <b>Hello *, my name's Jane/Ms Smith.</b>  What's your surname?  How old are you?	<b>Hello</b>  <i>Fernandez</i>  <i>eleven</i>	<b>What's your family name?</b> <b>Are you eleven?</b>
1	Shows candidate both <b>Find the difference</b> pictures.  Points to the woman in each one.  Gives candidate his/her picture then describes things without pointing.	<b>Now, here are two pictures. My picture is nearly the same as yours, but some things are different.</b> <b>For example, the woman in my picture is wearing a hat, but in your picture she isn't. OK?</b>  <b>I'm going to say something about my picture. You tell me how your picture is different.</b>  In my picture, the umbrella is green.  In my picture, there are four coconuts on a tree.  In my picture, there are two children. They're playing with a ball.  In my picture, there aren't any clouds in the sky.  In my picture, there's a dog. It's going into the sea.  In my picture, there's a big fish. It's swimming near some rocks.	  <i>In my picture, the umbrella is blue.</i>  <i>In my picture, there are three coconuts on the tree.</i>  <i>In my picture, the children are playing with a kite.</i>  <i>In my picture, there are some clouds.</i>  <i>In my picture, the dog's coming out of the sea.</i>  <i>In my picture, the fish is swimming near a boat.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question.  <b>What colour's the umbrella?</b>  <b>How many coconuts are there?</b>  <b>What are the children doing?</b>  <b>Are there any clouds?</b>  <b>Is the dog going into the sea?</b>  <b>Where's the fish?</b>
2	Briefly shows candidate the <b>Information exchange</b> cards. Then gives candidate his/her card.  Asks the questions.	<b>This is Daisy. She's going to go to the cinema today. I don't know anything about her, but you do. So I'm going to ask you some questions.</b>  What film is she going to see? Where is the cinema? Who is going to take her? How is she going to go there? What time does the film begin?	<i>(She's going to see) Jungle Book.</i> <i>(It's in) Green Street.</i> <i>Mummy and Daddy.</i>  <i>(By) bus.</i>  <i>2.30.</i>	Point at the information if necessary.

\* Remember to use the child's name throughout the test.



Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Points to Paul on candidate's card.  Responds using information on examiner's card.	<b>This is her friend, Paul. He's also going to go to the cinema today. You don't know anything about him, so you ask me some questions.</b>	<i>What film is he going to see? What time is the film? Where is the cinema? How is he going to get there? Who is going to take him?</i>	Points at the information cues if necessary.
3	Shows candidate the <b>Tell the story</b> card. Allows time to look at it.	<b>These pictures tell a story. It's called 'Sam's new camera'. Just look at the pictures first.</b>  <b>Sam and Jill are on holiday with their parents. They're camping near the mountains. Sam's taking photos with his new camera.</b>  <b>Now you tell the story.</b>	<i>Sam's pointing at the top of the mountain. He wants to go there and take photos. Father's saying, 'OK'.</i>  <i>The family are leaving their tent. It's 10 o'clock. They're going to climb the mountain. Now it's one o'clock. They still aren't at the top of the mountain.</i>  <i>Now they're at the top of the mountain, but they can't see anything! There's too much fog. Sam can't take any photos. They feel tired and sad.</i>	1. Points at the pictures. 2. Asks questions about the pictures.  Where does Sam want to go? What does he want to do there? What's his father saying?  Where are the family going? What's the time?  What's the time now?  Are they at the top of the mountain?  Where are they now?  Why can't they see anything?  How do they feel?
4	Puts the pictures away and turns to the candidate.	<b>Now, let's talk about the evenings.</b> <b>What do you do after school?</b> <b>Who do you play with?</b>  <b>What do you have for supper?</b>  <b>When do you go to bed?</b>  <b>Tell me about your bedroom.</b>	<i>Play tennis.</i>  <i>My friends.</i>  <i>Meat and potatoes.</i>  <i>9 o'clock.</i>  <i>It's small. It has two beds.</i>	Do you do sport?  Do you play with your friends? Do you have <i>meat</i> ?  Do you go to bed at 9 o'clock? Is your bedroom big or small?
		OK, thank you, *. Goodbye.	Goodbye.	

\* Remember to use the child's name throughout the test.

# COMBINED STARTERS, MOVERS AND FLYERS THEMATIC VOCABULARY LIST

For ease of reference, vocabulary is arranged in semantic groups or themes. Some words appear under more than one heading.

In addition to the topics, notions and concepts listed for the syllabus, the following categories appear:

- miscellaneous objects/nouns
- adjectives
- determiners
- adverbs
- prepositions
- pronouns
- conjunctions
- verbs

*s* – first appears at *Starters*

*m* – first appears at *Movers*

*f* – first appears at *Flyers*

## ANIMALS

<i>s</i> animal	<i>m</i> kangaroo
<i>m</i> bat	<i>m</i> lion
<i>m</i> bear	<i>s</i> lizard
<i>s</i> bird	<i>s</i> monkey
<i>f</i> butterfly	<i>s</i> mouse/mice
<i>m</i> cage	<i>f</i> octopus
<i>f</i> camel	<i>m</i> panda
<i>s</i> cat	<i>m</i> parrot
<i>s</i> chicken	<i>m</i> pet
<i>s</i> cow	<i>m</i> puppy
<i>s</i> crocodile	<i>m</i> rabbit
<i>f</i> dinosaur	<i>m</i> shark
<i>s</i> dog	<i>s</i> sheep (s & pl)
<i>m</i> dolphin	<i>s</i> snake
<i>s</i> duck	<i>s</i> spider
<i>s</i> elephant	<i>f</i> swan
<i>s</i> fish (s & pl)	<i>s</i> tail
<i>m</i> fly	<i>s</i> tiger
<i>s</i> frog	<i>m</i> whale
<i>f</i> fur	<i>f</i> wing
<i>s</i> giraffe	<i>s</i> zoo
<i>s</i> goat	
<i>s</i> hippo	
<i>s</i> horse	
<i>f</i> insect	

## THE BODY AND THE FACE

<i>s</i> arm
<i>m</i> back

<i>m</i> beard
<i>m</i> blond(e)
<i>s</i> body
<i>m</i> curly
<i>s</i> ear
<i>s</i> eye
<i>s</i> face
<i>m</i> fair
<i>s</i> foot/feet
<i>s</i> hair
<i>s</i> hand
<i>s</i> head
<i>s</i> leg
<i>m</i> moustache
<i>s</i> mouth
<i>m</i> neck
<i>s</i> nose
<i>m</i> shoulder
<i>s</i> smile
<i>m</i> stomach
<i>m</i> straight
<i>m</i> tooth/teeth

## CLOTHES

<i>s</i> bag
<i>f</i> belt

<i>s</i> clothes
<i>m</i> coat
<i>s</i> dress
<i>s</i> glasses
<i>f</i> glove
<i>s</i> handbag
<i>s</i> hat
<i>s</i> jacket
<i>s</i> jeans
<i>f</i> pocket
<i>f</i> ring
<i>m</i> scarf
<i>s</i> shirt
<i>s</i> shoe
<i>f</i> shorts
<i>s</i> skirt
<i>s</i> sock
<i>f</i> spot
<i>f</i> spotted
<i>f</i> stripe
<i>f</i> striped
<i>m</i> sweater
<i>f</i> tights
<i>s</i> trousers
<i>s</i> T-shirt
<i>f</i> umbrella

*f* uniform  
*s* watch  
*s* wear

### COLOURS

*s* black  
*s* blue  
*s* brown  
*f* gold  
*s* green  
*s* grey (or gray)  
*s* orange  
*s* pink  
*s* purple  
*s* red  
*f* silver  
*s* white  
*s* yellow

### FAMILY & FRIENDS

*m* aunt  
*s* baby  
*s* boy  
*s* brother  
*s* child/children  
*s* cousin  
*s* dad(dy)  
*m* daughter  
*s* family  
*s* father  
*s* friend  
*s* girl  
*m* granddaughter  
*s* grandfather  
*s* grandma  
*s* grandpa  
*m* grandparent  
*m* grandson  
*m* grown up  
*f* husband  
*s* live  
*s* man/men  
*f* married  
*s* Miss  
*s* mother  
*s* Mr  
*s* Mrs  
*s* mum(my)  
*s* old  
*m* parent  
*m* person/people  
*s* sister  
*m* son  
*f* surname

*s* their  
*s* them  
*s* they  
*m* uncle  
*s* us  
*s* we  
*f* wife  
*s* woman/women  
*s* you  
*s* young  
*s* your

### FOOD AND DRINK

*s* apple  
*s* banana  
*s* bean  
*f* biscuit (US cookie)  
*m* bottle  
*m* bowl  
*s* bread  
*s* breakfast  
*s* burger  
*f* butter  
*s* cake  
*f* candy (UK sweets)  
*s* carrot  
*m* cheese  
*s* chicken  
*s* chips (US fries)  
*f* chocolate  
*f* chopsticks  
*m* coffee  
*f* cookie (UK biscuit)  
*m* cup  
*s* dinner  
*s* drink (n & v)  
*s* eat  
*s* egg  
*s* fish  
*f* flour  
*s* food  
*f* fork  
*s* fries (UK chips)  
*s* fruit  
*m* glass of  
*s* grape  
*m* hungry  
*s* ice cream  
*f* jam  
*s* juice  
*f* knife  
*s* lemon  
*s* lemonade  
*s* lime  
*s* lunch  
*s* mango  
*f* meal  
*s* meat  
*s* milk  
*s* onion  
*s* orange  
*m* pasta  
*s* pea  
*s* pear  
*f* pepper  
*m* picnic  
*f* piece  
*s* pineapple  
*f* pizza  
*f* plate  
*s* potato  
*s* rice  
*f* salad  
*f* salt  
*m* sandwich  
*s* sausage  
*f* smell  
*f* snack  
*m* soup  
*f* spoon  
*f* sugar  
*s* supper  
*f* sweets (US candy)  
*f* taste  
*m* tea  
*m* thirsty  
*s* tomato  
*f* vegetable  
*s* water  
*s* watermelon

### HEALTH

*f* chemist(s)  
*m* cold  
*m* cough  
*m* dentist  
*m* doctor  
*m* earache  
*m* fine  
*m* headache  
*m* hospital  
*m* hurt  
*f* ill  
*m* matter (What's the matter?)  
*f* medicine  
*m* nurse  
*f* problem

*m* stomach ache  
*m* temperature  
*m* toothache

### THE HOME

*m* address  
*s* apartment  
*s* armchair  
*m* balcony  
*m* basement  
*s* bath  
*s* bathroom  
*s* bed  
*s* bedroom  
*m* blanket  
*s* bookcase  
*s* box  
*f* brush  
*s* camera  
*s* chair  
*s* clock  
*f* comb  
*s* computer  
*f* cooker  
*s* cupboard  
*s* desk  
*f* diary  
*s* dining room  
*s* doll  
*s* door  
*m* downstairs  
*m* dream  
*m* elevator  
*f* envelope  
*m* fan  
*s* flat  
*m* floor  
*s* flower  
*f* fridge  
*s* garden  
*s* hall  
*m* home  
*s* house  
*f* key  
*s* kitchen  
*s* lamp  
*f* letter  
*m* lift  
*s* living room  
*s* mat  
*s* mirror  
*f* money  
*s* painting  
*s* phone

s picture  
 s radio  
 s room  
 f secret  
 f shelf  
 m shopping  
 m shower  
 s sleep  
 f soap  
 s sofa  
 m stairs  
 f stamp  
 f swing  
 s table  
 f telephone  
 s television/TV  
 f toilet  
 m toothbrush  
 m towel  
 s toy  
 s tree  
 m upstairs  
 s wall  
 m wash (n)  
 s watch  
 s window

### MATERIALS

f card  
 f glass  
 f gold  
 f metal  
 f paper  
 f plastic  
 f silver  
 f wood  
 f wool

### NUMBERS

s Cardinals: 1–20  
 m Cardinals: 21–100  
 f Cardinals: 101–1001  
 m Ordinals: 1st–20th  
 f Ordinals: 21st–31st

### PLACES & DIRECTIONS

m above  
 f airport  
 m bank  
 s behind  
 s between  
 f bookshop

f bridge  
 m bus station  
 f bus stop  
 m café  
 f castle  
 f chemist(s)  
 m cinema  
 f circus  
 f club  
 f college  
 f corner  
 f east  
 f end  
 f factory  
 m farm  
 f fire station  
 f front  
 f get to  
 s here  
 m hospital  
 f hotel  
 s in  
 s in front of  
 f kilometre(s) (US  
 kilometer(s))

f left  
 m library  
 f London  
 m map  
 m market  
 f museum  
 s next to  
 f north  
 s on  
 f over  
 s park  
 m place  
 m playground  
 f police station  
 f post office  
 f restaurant  
 f right  
 m road  
 s shop (US store)  
 f south  
 m square  
 f station  
 s store (UK shop)  
 m straight  
 f straight on  
 s street  
 m supermarket  
 m swimming pool  
 f theatre  
 s there

s under  
 f university  
 f way  
 f west  
 m zoo

### SCHOOL

s alphabet  
 s answer  
 f art  
 s ask  
 f bin  
 s board  
 s book  
 s bookcase  
 s class  
 s classroom  
 s close  
 f club  
 f college  
 s colour  
 f competition  
 s computer  
 s correct  
 s cross  
 s cupboard  
 s desk  
 f dictionary  
 s door  
 s draw  
 s English  
 s eraser  
 f exam (examination)  
 s example  
 s find  
 f flag  
 s floor  
 f geography  
 f glue  
 f group  
 f history  
 m homework  
 s know  
 f language  
 s learn  
 s lesson  
 s letter (as in alphabet)  
 s line  
 s listen (to)  
 s look  
 f maths  
 m mistake  
 s name  
 s number

s open  
 s page  
 s part  
 s pen  
 s pencil  
 s picture  
 s playground  
 s question  
 s read  
 s right (as in correct)  
 s rubber  
 f rucksack  
 s ruler  
 s school  
 f science  
 f scissors  
 s sentence  
 f shelf  
 s spell  
 s story  
 f student  
 f subject  
 s teacher  
 s tell  
 s test (n & v)  
 m text  
 s tick (n & v)  
 s understand  
 f university  
 s wall  
 s window  
 s word  
 s write  
 f zero

### SPORTS & LEISURE

s badminton  
 s ball  
 s baseball  
 s basketball  
 m bat  
 s beach  
 s bike  
 s boat  
 s book  
 s bounce  
 s camera  
 s catch  
 m CD  
 m comic/comic book  
 f conversation  
 f diary  
 s doll  
 s draw(ing)

*s* drive  
*f* drum  
*m* DVD  
*s* enjoy  
*s* favourite  
*m* film  
*s* fish(ing)  
*f* flashlight  
*s* fly  
*s* football (US soccer)  
*s* game  
*f* golf  
*s* guitar  
*s* hit  
*s* hobby  
*s* hockey  
*m* holiday  
*f* hotel  
*s* kick (n & v)  
*s* kite  
*s* listen (to)  
*f* magazine  
*m* music  
*s* paint(ing)  
*m* party  
*s* photo  
*s* piano  
*s* picture  
*s* play (with)  
*f* player (as in CD player)  
*f* postcard  
*m* present  
*f* programme (US program)  
*f* pyramid  
*f* race  
*s* radio  
*s* read  
*s* ride (n & v)  
*f* rucksack  
*s* run  
*f* score  
*s* sing  
*m* skate  
*f* ski  
*f* sledge  
*f* snowball  
*f* snowman  
*s* soccer (UK football)  
*s* song  
*s* sport  
*m* sports centre  
*s* story  
*f* suitcase

*s* swim (n)  
*m* swimming pool  
*f* swing  
*s* table tennis  
*f* tape recorder  
*f* team  
*s* television/TV  
*s* tennis  
*f* tent  
*s* throw  
*f* torch  
*m* towel  
*s* toy  
*s* TV/television  
*f* umbrella  
*m* video  
*f* volleyball  
*m* walk (n)  
*s* watch

### TIME

*f* a.m.  
*m* after  
*s* afternoon  
*m* age  
*f* ago  
*m* always  
*f* autumn  
*m* before  
*s* birthday  
*f* century  
*f* Christmas  
*s* clock  
*f* date  
*s* day  
*f* early  
*s* end  
*s* evening  
*m* every  
*f* future  
*f* half  
*f* hour  
*f* late  
*f* later  
*f* midday  
*f* midnight  
*f* minute  
*f* month  
*s* morning  
*m* never  
*s* night  
*f* o'clock  
*f* p.m.  
*f* past

*f* quarter  
*m* sometimes  
*f* spring  
*f* summer  
*f* time  
*s* today  
*f* tomorrow  
*f* tonight  
*s* watch  
*m* weekend  
*f* winter  
*f* year  
*m* yesterday  
 The days of the week:  
*m* Sunday  
*m* Monday  
*m* Tuesday  
*m* Wednesday  
*m* Thursday  
*m* Friday  
*m* Saturday  
 The months of the year:  
*f* January  
*f* February  
*f* March  
*f* April  
*f* May  
*f* June  
*f* July  
*f* August  
*f* September  
*f* October  
*f* November  
*f* December

### TOYS

*s* ball  
*s* baseball  
*s* basketball  
*s* bike  
*s* car  
*s* doll  
*s* football  
*s* game  
*s* helicopter  
*s* kite  
*s* lorry (US truck)  
*s* monster  
*s* plane  
*s* robot  
*s* toy  
*s* train  
*m* treasure

*s* truck (UK lorry)

### TRANSPORT

*f* airport  
*f* ambulance  
*f* bicycle  
*s* bike  
*s* boat  
*s* bus  
*m* bus station  
*s* car  
*m* drive  
*m* driver  
*f* fire engine  
*s* fly  
*s* go  
*s* helicopter  
*s* lorry (US truck)  
*s* motorbike  
*s* plane  
*s* ride  
*f* rocket  
*s* run  
*f* station  
*s* swim  
*f* taxi  
*m* ticket  
*f* traffic  
*s* train  
*s* truck (UK lorry)  
*s* walk

### WEATHER

*m* cloud  
*m* cloudy  
*f* fog  
*f* foggy  
*f* ice  
*m* rain  
*m* rainbow  
*f* sky  
*m* snow  
*f* storm  
*s* sun  
*m* sunny  
*m* weather  
*m* wind  
*m* windy

### WORK

*f* actor/actress  
*f* airport  
*f* ambulance  
*f* artist

## Thematic Vocabulary List

*f* astronaut  
*f* business  
*f* businessman/woman  
*f* circus  
*m* clown  
*f* cook  
*f* dentist  
*m* doctor  
*f* engineer  
*f* factory  
*m* farmer  
*f* fireman/woman  
*f* footballer  
*m* hospital  
*f* job  
*f* journalist  
*f* mechanic  
*f* meeting  
*f* news  
*f* newspaper  
*m* nurse  
*f* office  
*f* painter  
*f* photographer  
*f* pilot  
*m* pirate  
*f* police station  
*f* policeman/woman  
*f* queen  
*f* secretary  
*f* singer  
*s* teacher  
*f* tennis player  
*f* waiter  
*m* work

### THE WORLD AROUND US

*f* air  
*s* beach  
*f* bridge  
*f* castle  
*f* cave  
*m* city  
*m* country(side)  
*f* desert  
*f* environment  
*m* field  
*f* fire  
*m* forest  
*f* future  
*m* grass  
*m* ground  
*f* hill

*m* island  
*m* jungle  
*m* lake  
*m* leaf/leaves  
*m* moon  
*m* mountain  
*f* planet  
*m* plant  
*f* pyramid  
*m* river  
*m* road  
*m* rock  
*s* sand  
*s* sea  
*s* shell  
*f* sky  
*f* space  
*m* star  
*s* street  
*s* sun  
*m* town  
*s* tree  
*m* village  
*s* water  
*m* waterfall  
*f* wood  
*m* world

### USEFUL WORDS & EXPRESSIONS

*s* bye (-bye)  
*m* come on!  
*f* excellent  
*m* excuse me  
*s* goodbye  
*s* hello  
*s* I don't know  
*s* no  
*s* oh  
*s* oh dear  
*s* OK  
*s* pardon  
*s* please  
*s* right  
*m* see you!  
*s* so  
*s* sorry  
*s* thank you  
*s* thanks  
*s* then  
*s* well  
*s* well done  
*s* wow  
*s* yes

### ADJECTIVES

*m* afraid  
*m* all  
*m* all right  
*s* angry  
*m* awake  
*m* back  
*m* bad  
*s* beautiful  
*m* best  
*m* better  
*s* big  
*f* bored  
*m* boring  
*m* bottom  
*f* brave  
*f* broken  
*m* busy  
*m* careful  
*f* cheap  
*s* clean  
*m* clever  
*s* closed  
*m* cloudy  
*m* cold  
*s* correct  
*f* dangerous  
*f* dark  
*f* dear  
*m* different  
*m* difficult  
*s* dirty  
*s* double  
*f* dry  
*f* each  
*f* early  
*m* easy  
*f* empty  
*s* English  
*f* enough  
*m* every  
*f* excellent  
*f* excited  
*m* exciting  
*f* expensive  
*f* extinct  
*m* famous  
*f* far  
*f* fast  
*m* fat  
*s* favourite  
*m* fine  
*m* first  
*f* friendly

*f* front  
*f* full  
*f* fun  
*f* funny  
*f* glass  
*f* gold  
*s* good  
*s* great  
*f* half  
*s* happy  
*f* hard  
*f* heavy  
*s* her  
*f* high  
*s* his  
*f* horrible  
*m* hot  
*m* hungry  
*f* ill  
*f* important  
*f* interesting  
*s* its  
*f* kind  
*m* last  
*f* late  
*f* left (as in direction)  
*f* light  
*f* little  
*s* long  
*m* loud  
*f* lovely  
*f* low  
*f* many  
*f* married  
*f* metal  
*f* missing  
*m* more  
*m* most  
*s* my  
*m* naughty  
*s* new  
*f* next  
*s* nice  
*f* noisy  
*s* old  
*f* open  
*f* other  
*s* our  
*f* paper  
*f* plastic  
*f* poor  
*m* quick  
*m* quiet  
*f* ready  
*f* rich



*s* right (correct)  
*f* right (as in direction)  
*m* round  
*s* sad  
*f* same  
*m* second  
*s* short  
*f* silver  
*f* single  
*m* slow  
*s* small  
*f* soft  
*s* sorry  
*f* spotted  
*m* square  
*m* straight  
*f* strange  
*f* striped  
*m* strong  
*f* sure  
*m* surprised  
*m* tall  
*s* terrible  
*s* their  
*f* tidy  
*m* thin  
*m* third  
*m* thirsty  
*m* tired  
*m* top  
*s* ugly  
*f* unfriendly  
*f* unhappy  
*f* untidy  
*f* warm  
*m* weak  
*m* well  
*m* wet  
*m* windy  
*m* worse  
*m* worst  
*m* wrong  
*s* young  
*s* your

**DETERMINERS**

*s* a/an  
*f* a few  
*f* a little  
*s* a lot of  
*m* all  
*m* another  
*m* any  
*m* both

*f* each  
*m* every  
*s* lots of  
*s* many  
*m* more  
*m* most  
*f* much  
*s* my  
*s* no  
*s* one  
*f* other  
*s* some  
*s* that  
*s* the  
*s* these  
*s* this  
*s* those

**ADVERBS**

*m* a lot  
*f* after  
*s* again  
*f* ago  
*m* all right  
*f* already  
*f* also  
*m* always  
*f* anywhere  
*f* away  
*m* back  
*m* badly  
*f* before  
*m* best  
*m* better  
*m* carefully  
*m* down  
*m* downstairs  
*f* early  
*f* else  
*f* ever  
*f* everywhere  
*f* far  
*f* fast  
*f* first  
*f* hard  
*s* here  
*m* how  
*m* how much  
*m* how often  
*m* inside  
*f* just  
*m* last  
*f* late  
*f* later

*s* lots  
*m* loudly  
*m* more  
*m* most  
*f* much  
*f* near  
*f* never  
*f* next  
*s* not  
*s* now  
*f* nowhere  
*f* of course (not)  
*m* off  
*m* often  
*m* on  
*f* once  
*m* only  
*m* out  
*m* outside  
*f* over  
*f* perhaps  
*m* quickly  
*m* quietly  
*m* slowly  
*f* so  
*m* sometimes  
*f* somewhere  
*f* soon  
*f* still  
*f* straight on  
*f* suddenly  
*m* then  
*s* there  
*s* today  
*f* together  
*f* tomorrow  
*f* tonight  
*f* too  
*f* twice  
*m* up  
*m* upstairs  
*f* usually  
*s* very  
*m* well  
*m* when  
*m* worse  
*m* worst  
*m* yesterday  
*f* yet

**PREPOSITIONS**

*m* about  
*m* above  
*f* across

*m* after  
*s* at  
*m* before  
*s* behind  
*m* below  
*s* between  
*m* by  
*m* down  
*f* during  
*f* far  
*f* for  
*f* from  
*s* in (prep of time)  
*s* in front of  
*m* inside  
*f* into  
*s* like  
*m* near  
*s* next to  
*s* of  
*m* off  
*s* on  
*m* on (prep of time)  
*m* opposite  
*m* out of  
*m* outside  
*f* over  
*f* past  
*m* round  
*f* since  
*f* than  
*s* to  
*f* through  
*s* under  
*f* until  
*s* with  
*f* without

**CONJUNCTIONS**

*f* after  
*s* and  
*m* because  
*f* before  
*s* but  
*f* if  
*s* or  
*f* so  
*m* than  
*m* when

**PRONOUNS**

*m* all  
*m* another  
*f* anyone

Thematic Vocabulary List

*f* anything  
*m* both  
*f* each  
*f* else  
*f* enough  
*f* everyone  
*f* everything  
*s* he  
*s* her  
*s* hers  
*s* him  
*s* his  
*s* I  
*s* it  
*s* its  
*s* me  
*m* mine  
*m* more  
*m* most  
*f* much  
*f* no-one  
*m* nothing  
*s* one  
*f* other  
*s* ours  
*s* she  
*f* someone  
*m* something  
*s* that  
*s* theirs  
*s* them  
*s* these  
*s* they  
*s* this  
*s* those  
*s* us  
*s* we  
*f* where  
*m* which  
*m* who  
*s* you  
*m* yours

VERBS

Irregular:

*s* be  
*f* begin  
*f* break  
*f* bring  
*f* burn  
*m* buy  
*s* catch (a ball)  
*m* catch (a bus)  
*s* choose

*s* come  
*f* cut  
*s* do  
*s* draw  
*s* drink  
*s* drive  
*s* eat  
*f* end  
*f* fall  
*f* fall over  
*f* feel (like)  
*s* find  
*f* find out  
*s* fly  
*f* forget  
*f* get  
*f* get (off/on/to)  
*m* get (un)dressed  
*m* get up  
*s* give  
*s* go  
*m* go shopping  
*f* go out  
*f* going to  
*f* grow  
*s* have  
*s* have (got)  
*m* have (got) to  
*f* hear  
*m* hide  
*s* hit  
*s* hold  
*m* hurt  
*s* know  
*s* learn  
*f* leave  
*f* let's  
*f* lie down  
*m* lose  
*s* make  
*m* mean  
*f* meet  
*m* must  
*s* put  
*m* put on  
*m* rain  
*s* read  
*s* ride  
*s* run  
*s* say  
*s* see  
*f* sell  
*f* send  
*s* sing  
*s* sit (down)

*s* sleep  
*f* smell (v intr)  
*f* smell (like) (v tr)  
*f* speak  
*s* spell  
*f* spend  
*s* stand (up)  
*f* steal  
*s* swim  
*f* swing  
*m* take  
*m* take (a bus)  
*m* take (a photo)  
*f* take time  
*m* take off  
*f* teach  
*s* tell  
*m* think  
*s* throw  
*s* understand  
*m* wake up  
*s* wear  
*f* will  
*f* win  
*f* won't  
*s* write

Regular:

*s* add  
*f* agree  
*s* answer  
*f* arrive  
*s* ask  
*f* ask for  
*f* believe  
*s* bounce  
*f* brush  
*f* burn  
*f* call  
*f* camp  
*m* carry  
*s* clean  
*m* climb  
*s* close  
*f* comb  
*m* cook  
*s* colour  
*s* complete  
*s* cross  
*m* cry  
*m* dance  
*f* decide  
*m* dream  
*m* drop  
*m* email

*f* end  
*s* enjoy  
*f* explain  
*f* fetch  
*m* film  
*f* finish  
*m* fish  
*f* follow  
*f* glue  
*f* guess  
*f* happen  
*f* hate  
*m* help  
*m* hop  
*m* invite  
*s* jump  
*s* kick  
*m* laugh  
*s* learn  
*s* like  
*s* listen (to)  
*s* live  
*s* look  
*f* look after  
*s* look at  
*f* look for  
*f* look (like)  
*s* love  
*f* mind  
*f* mix  
*m* move  
*m* need  
*s* open  
*s* paint  
*s* phone  
*s* pick up  
*m* plant  
*s* play (with)  
*s* point  
*s* point to  
*f* post  
*f* prefer  
*f* pull  
*f* push  
*f* race  
*m* rain  
*f* remember  
*m* sail  
*f* score  
*m* shop  
*m* shout  
*s* show  
*m* skate  
*f* ski  
*m* skip

*f* sledge  
*m* snow  
*f* sound (like)  
*s* start  
*f* stay  
*s* stop  
*f* study  
*s* talk  
*f* taste (like)  
*s* test  
*m* text  
*f* thank  
*s* tick  
*f* tidy  
*s* try  
*f* turn  
*f* turn (off/on)  
*f* use  
*m* video  
*f* visit  
*m* wait  
*s* walk  
*s* want  
*m* wash  
*s* watch  
*s* wave  
*f* whisper  
*f* whistle  
*f* wish  
*m* work

### MODALS

*s* can/cannot/can't  
*m* could  
*f* may  
*f* might  
*m* must  
*m* shall  
*f* should  
*m* would

### QUESTION WORDS

*s* how  
*s* how many  
*m* how much  
*m* how often  
*s* how old  
*s* what  
*m* when  
*s* where  
*s* which  
*s* who  
*s* whose  
*m* why

### NAMES

*s* Alex  
*s* Ann  
*s* Anna  
*s* Ben  
*f* Betty  
*s* Bill  
*m* Daisy  
*f* David  
*f* Emma  
*m* Fred  
*m* Harry  
*m* Helen  
*m* Jack  
*m* Jane  
*s* Jill  
*m* Jim  
*m* John  
*f* Katy  
*s* Kim  
*s* Lucy  
*m* Mary  
*s* May  
*f* Michael  
*s* Nick  
*s* Pat  
*m* Paul  
*m* Peter  
*f* Richard  
*f* Robert  
*m* Sally  
*s* Sam  
*f* Sarah  
*s* Sue  
*s* Tom  
*m* Vicky  
*f* William

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