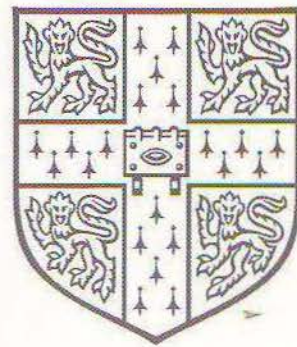


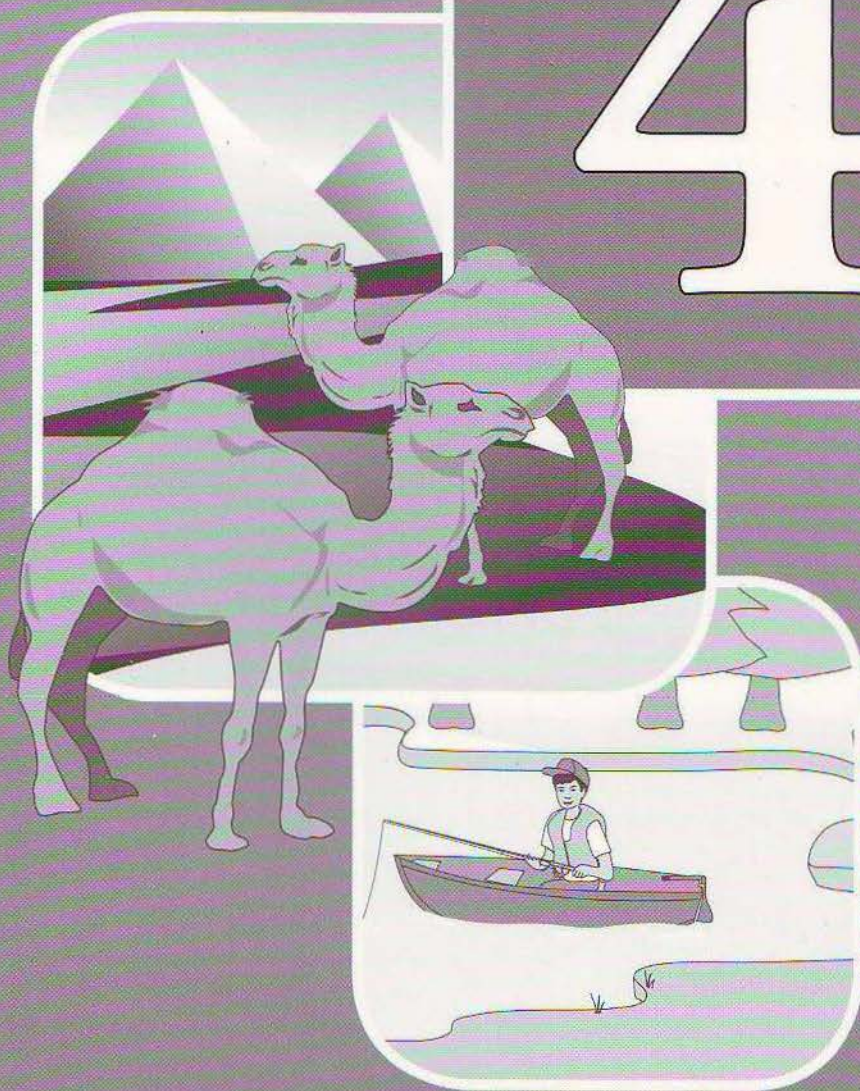
••• Cambridge Young Learners English Tests
Second edition



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Flyers

4



Answer Booklet

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Cambridge Young Learners
English Tests

Cambridge Flyers 4 Answer Booklet

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Combined *Starters, Movers* and *Flyers* Thematic Vocabulary List 24

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
Listening	approx. 25 minutes	5	25
Reading and Writing	40 minutes	7	50
Speaking	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:

Cambridge ESOL (YLE Subject Officer)
Cambridge Assessment
1 Hills Road
Cambridge CB1 2EU
United Kingdom

Telephone: +44 1223 553997
Fax: +44 1223 460278

e-mail: ESOLHelpdesk@CambridgeESOL.org
www.CambridgeESOL.org

Test 1 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Emma and the girl with the dinosaur on her T-shirt
- 2 Harry and the boy sitting inside the cave
- 3 Michael and the boy winning the race, in striped shorts
- 4 William and the boy painting a picture of an octopus
- 5 Helen and the girl on the blanket writing a letter

Part 2 (5 marks)

- 1 November 2 May 3 February 4 Autumn
- 5 Cumblime (correct spelling)

Part 3 (5 marks)

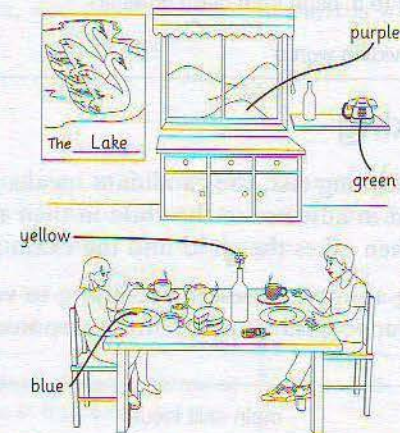
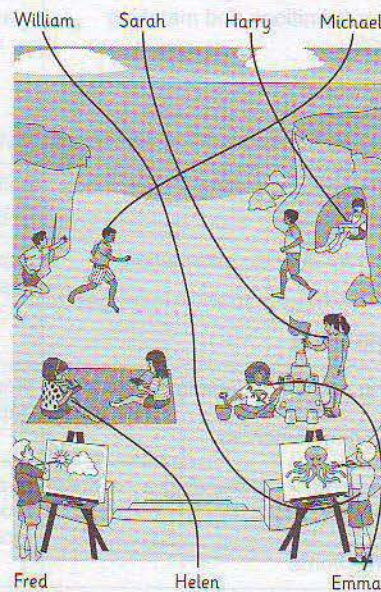
- 1 pizza – E – businessman 2 camels – D – tennis player
- 3 butterflies – F – doctor 4 airport – H – policewoman
- 5 space – C – mechanic

Part 4 (5 marks)

- 1 B 2 A 3 C 4 B 5 B

Part 5 (5 marks)

- 1 Colour the girl's plate – blue
- 2 Colour the smallest hill – purple
- 3 Draw a flower in the bottle on the table and colour it yellow
- 4 Write the word 'Lake' on the swan picture
- 5 Colour the telephone on the shelf – green



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

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

[pause]

GIRL: Look at this photograph. I took it yesterday. It's good, isn't it?

MAN: It is, yes. It's excellent, but I don't know all the people in it.

GIRL: Oh, don't you? Well, you know Sarah. Look, there she is on the beach – she's making a castle.

MAN: Is she the girl who's putting the green flag on the top?

GIRL: Yes, that's right.

[pause]

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

[pause] 1

MAN: So who's the other girl with her?

GIRL: The one who's helping her to make the castle?

MAN: Yes, that one.

GIRL: It's my best friend, Emma. And look, she's wearing her favourite dinosaur T-shirt. She always wears it on the beach.

[pause]

2

MAN: The weather was nice, wasn't it?

GIRL: Yes, it was. It was lovely. But my friend Harry doesn't like the sun very much, so he went into that cave.

MAN: Is that him, there – near the cave – the boy in the orange shorts?

GIRL: That's right. No, no sorry, I'm wrong. He's the boy who's *inside* the cave. It wasn't so hot in there.

[pause]

3

MAN: Those two boys had a good time that day, didn't they?
 GIRL: Oh, those two, yes. They had a kind of competition, a race on the beach.
 MAN: So who won the race?
 GIRL: Michael did – the boy in the striped shorts. He's good at all kinds of sports.

[pause]

4

MAN: Do you like the two paintings?
 GIRL: Well, the picture of the sky is lovely. But the other one – the one of the octopus – is horrible!
 MAN: Oh, I like it. It's interesting. Who's the person painting it?
 GIRL: I'm not sure. Is his name Fred? No, I'm sorry – it's his brother, William. They've both got the same curly hair.

[pause]

5

GIRL: Helen's brother has just gone to college. Look, she's writing a letter to him.
 MAN: Are you sure? I can't see her.
 GIRL: There, look. She's sitting on the blanket with her friend.
 MAN: Oh, I see. She's the girl in the yellow T-shirt with black spots.

[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]

WOMAN: Oh, hello. I work for a children's magazine and I'm writing something about children and the different times of the year. Would you like to answer some questions for me?
 BOY: Well, yes, if I can.
 WOMAN: Thank you. OK, first, can you give me your name, please?
 BOY: Yes, of course. It's Ben – Ben Perry. And that's P-E double-R-Y.

[pause]

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

[pause]

WOMAN: Right. Thank you, Ben. Now, when's your birthday? I mean, which month?
 BOY: My birthday? Why?
 WOMAN: It's interesting. People usually like their birthday month.
 BOY: Do they? Well, I don't like mine very much. It's November.

WOMAN: Oh, right. Let me write that here. Now perhaps you can tell me the month you like best. Which is your favourite month?
 BOY: Mmm ... I prefer May, I think. Yes, it's lovely then. It's warm and sunny and we often go swimming.

WOMAN: OK, fine. Now, which month is the worst? What about January?

BOY: Well, I don't like it very much – but the month I *hate* is February. It's always cold and it rains a lot so we can't play outside very often.

WOMAN: But in some countries it's warm and sunny then, you know.

BOY: Yes, I know! But not here!

WOMAN: Now, do you usually have a holiday in the summer, Ben?

BOY: No. All my friends do, but my dad has to work then. So we have our holiday later, in the autumn.

WOMAN: Ah, I see. And where do you go?

BOY: We always go to the same place. It's called Cumblene.

WOMAN: Oh. Can you spell that for me, please?

BOY: Yes. It's C-U-M-B-L-I-N-E. It's a lovely place, with lakes and a forest.

WOMAN: Well, thank you, Ben. That's all.

[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]

Robert and some of his friends are learning to be good photographers. Which photo did each person take?

[pause]

MAN: Would you like to look at these photos? My friends and I took them. We all go to the same evening class.
 WOMAN: Oh, yes, please. Wow! I like that one ...
 MAN: Yes, the picture of the sea in a storm is excellent, isn't it? Peter took it. He's an actor but he loves sailing, too. He knows a lot about different kinds of weather. Yes ... I love that one, too.

[pause]

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

[pause]

MAN: There's a businessman in my class, too. I don't know his name, but he takes some very strange photos. This is one of his – look!
 WOMAN: Oh, yes ... it is ermmm different ...

MAN: Yes. It's just a plate of pizza and some salad. It's not very interesting, is it?

WOMAN: No. But I still like it.

[pause]

MAN: The best photographer in the class is Kim. She's a tennis player now, but she wants to work for a newspaper in the future. She took this picture of some camels by a pyramid. It's lovely, isn't it?

WOMAN: Yes. When did she take it?

MAN: When she was on holiday.

[pause]

MAN: This photo of the butterflies on flowers is Jane's. Do you like it?

WOMAN: Mmm. I think I do.

MAN: She studied medicine at university and she's a doctor now. Her pictures are always about the environment. She took this one in her garden last year.

[pause]

WOMAN: And what about this one?

MAN: Oh, that's good, too. I like it a lot. Katy's a policewoman and she took this picture when she was working at the airport one day. You can see the pilot, too. Look! He's walking to the plane.

WOMAN: Oh, yes!

[pause]

WOMAN: Is this the last one?

MAN: Yes. It's Bill's – he's a car mechanic. His favourite hobby is space. You know – studying the moon and stars. Well, you can guess that this is his picture, can't you!

[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 David go to town?

[pause]

WOMAN: Did you go shopping in town yesterday, David?

BOY: Yes, we did, but we couldn't take the car.

WOMAN: Oh, no. You've got a problem with it, haven't you? So, did you go by bus?

BOY: No. We took a taxi. It was much quicker.

[pause]

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

[pause]

1 Which bowl did David buy?

BOY: It's my grandmother's birthday next week. She's going to be 60.

WOMAN: Have you found a nice present for her?

BOY: Yes, I have. I bought her a fruit bowl.

WOMAN: Lovely! Is it made of glass?

BOY: No. I looked for a silver one, but they were too expensive. So I got this one. Look, it's made of wood.

WOMAN: Oh, it's very nice. She'll love that.

[pause]

2 Which card will David choose?

BOY: And I bought some cards. Which one shall I send to Grandmother for her birthday, Aunt Sue? The one with the snowman?

WOMAN: Mmm, I'm not sure, not for a birthday. I like these two cards, with rivers on them. One's got a bridge on it but I prefer the other one – the one with the boats.

BOY: Yes, I agree with you.

[pause]

3 Where did David lose his umbrella?

WOMAN: What's the matter, David? Is something wrong?

BOY: Yes, I've lost my umbrella. I took it with me yesterday when we went shopping.

WOMAN: Perhaps it's in the restaurant. You had lunch there with your mum, didn't you?

BOY: No, it's not there, I'm sure. But we went to the station to buy some tickets.

WOMAN: Let's telephone and ask.

BOY: Oh, no. Now I remember. It's in the bookshop. I put it down when I was looking at a book and then I went outside without it.

[pause]

4 Which are David's favourite biscuits?

WOMAN: Did you buy anything else?

BOY: Yes, a box of my favourite biscuits. Can you remember my favourite ones?

WOMAN: Mmm ... I forget ... Have they got jam in them?

BOY: Well, I like them, too, but no, these chocolate ones are my favourites.

WOMAN: Not coconut ones?

BOY: Ugh, no! They're horrible!

[pause]

5 What time are they going to have dinner?

BOY: Are you going to stay and have dinner with us, Aunt Sue?

WOMAN: Yes, I am. But I must leave before eight o'clock.

BOY: OK. Would you like to eat at half past six then?

WOMAN: Oh, that's too early for all of you, isn't it? Perhaps seven o'clock is better.

BOY: Yes, it is! We can watch the new animal programme on TV before dinner.

[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: Would you like to help me finish this picture of my kitchen?

GIRL: Yes, I would, please.

MAN: OK. Well, first, can you see the boy's cup?

GIRL: Yes. It's next to his plate.

MAN: That's right. Please colour it red.

[pause]

Can you see the red cup next to the plate? This is an example. Now you listen and colour and draw and write.

[pause]

1

GIRL: So now, what shall I colour next?

MAN: Mmm ... let me think. Can you find the girl's plate?

GIRL: Oh, yes – there it is. Now, what colour shall I use for that?

MAN: Mmm ... what about blue?

GIRL: Right. That's a nice colour. Do you like it?

MAN: Yes. Very much.

[pause]

2

MAN: And now, can you see the window?

GIRL: Yes, of course.

MAN: Well, outside the window you can see three hills.

GIRL: Oh, yes. Can I colour the smallest one, please?

MAN: Yes. Perhaps you can colour it purple?

GIRL: That's a strange colour!

MAN: Well, sometimes things look that colour when it's foggy.

[pause]

3

GIRL: Can I draw something now?

MAN: Of course. Can you see the bottle on the table?

GIRL: Yes, it's empty. I'd like to put a flower in it.

MAN: OK. You can draw one and colour it yellow.

GIRL: Right. I'll do that. There! That looks much nicer now.

[pause]

4

MAN: Would you like to write something now?

GIRL: OK. What can I write?

MAN: Well, can you see the picture on the wall? There are two swans in it.

GIRL: Yes. It's beautiful.

MAN: It's called 'The Lake'. Please write that word. Write it in the space at the bottom of the picture.

[pause]

5

MAN: And now, the last thing. The telephone. Can you see it?

GIRL: There are two, aren't there?

MAN: Oh, yes, of course. Sorry, I meant the one on the shelf.

GIRL: OK. Right. I can see that one now. What colour shall I use?

MAN: Let me think. Would you like to colour it orange?

GIRL: No, I don't like that colour. Can I make it green?

MAN: Excellent! It looks very nice now.

[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 a post office | 2 a kangaroo | 3 postcards |
| 4 a camel | 5 a cinema | 6 an address |
| 7 a library | 8 a dolphin | 9 newspapers |
| 10 a museum | | |

Part 2 (7 marks)

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

Part 3 (5 marks)

- 1 D 2 A 3 H 4 E 5 G

Part 4 (6 marks)

- 1 chocolate 2 fire 3 dirty 4 sky
5 ate 6 John starts to enjoy camping

Part 5 (7 marks)

- 1 weekends/Saturday and Sunday (mornings)/
Saturdays and Sundays
2 a (bad) cough 3 afraid 4 (zoo) hospital
5 (much) better 6 sad 7 helped him

Part 6 (10 marks)

- | | | | |
|-----------|----------|----------|---------|
| 1 because | 2 live | 3 of | 4 ago |
| 5 be | 6 them | 7 no-one | 8 which |
| 9 any | 10 study | | |

Part 7 (5 marks)

- 1 hand 2 was/is 3 read
4 to 5 will/may/might/could/should

* Remember to

* 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:
3	Shows candidate the Tell the story card. Allows time to look at it.	<p>These pictures tell a story. It's called 'Football in the living room'. Just look at the pictures first.</p> <p>It's raining today, so Michael can't play outside. He isn't very happy. He's throwing and catching his ball in the living room.</p> <p>Now you tell the story.</p>	<p><i>Now he hasn't caught the ball. It's hit a table. The ball has broken the table.</i></p> <p><i>Michael is trying to glue the table together.</i></p> <p><i>Now his mother has come into the room with a big cake. She's going to put the cake on the table. Michael is afraid.</i></p> <p><i>The table has broken again. The cake is on the floor and Michael's mum isn't happy.</i></p>	<p>1. Point at the pictures. 2. Ask questions about the pictures.</p> <p>Has Michael caught the ball? What has the ball hit? Is the table broken?</p> <p>What's Michael doing?</p> <p>Who has come into the room? What's she carrying? Where's she going to put the cake?</p> <p>Has the table broken again? Where's the cake? Is Michael's mum happy?</p>
4	Puts the pictures away and turns to the candidate.	<p>Now, let's talk about your school.</p> <p>How many children are there in your class? Which lesson do you like best? What time does school start? What games do you play at school?</p> <p>Tell me about your best friend at school.</p>	<p><i>twenty</i></p> <p><i>history</i></p> <p><i>8.30</i></p> <p><i>table tennis</i></p> <p><i>His/Her name's Juan/Maria.</i></p> <p><i>He's/She's very nice.</i></p> <p><i>He's/She's eleven.</i></p>	<p>Are there <i>twenty</i> children in your class? Do you like <i>history</i>?</p> <p>Does school start at <i>8.30</i>? Do you play <i>table tennis</i>?</p> <p>What's your best friend's name? Is he/she nice? How old is he/she?</p>
		OK, thank you, *. Goodbye.	Goodbye.	

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

Test 2 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Sarah and the woman in the blue sweater, putting paper in the wastepaper bin
- 2 Betty and the woman picking up scissors from the floor
- 3 William and the man in the green shirt, at the computer
- 4 Harry and the man in the pink tie, standing and talking on the telephone
- 5 Helen and the smiling woman in the pink sweater, who is writing in a diary



Part 2 (5 marks)

- 1 half past eight/8.30/eight thirty/any of these answers plus a.m.
- 2 (a) (small) rucksack 3 (a) (plastic) plate
- 4 (a) torch 5 (a) towel

Part 3 (5 marks)

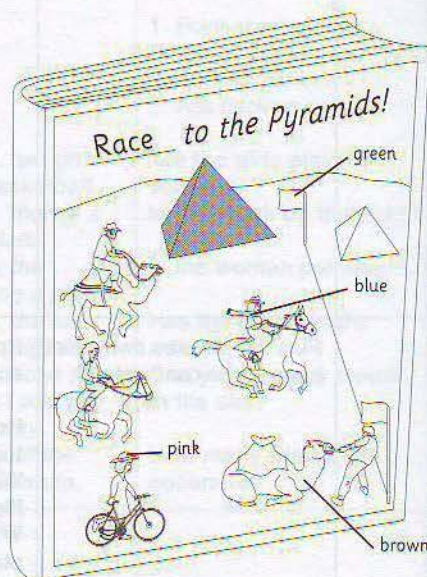
- 1 cousin - E - helicopter 2 brother - C - boat
- 3 uncle - H - motorbike 4 sister - B - train
- 5 mother - F - taxi

Part 4 (5 marks)

- 1 C 2 A 3 C 4 B 5 C

Part 5 (5 marks)

- 1 Colour the camel lying on the ground - brown
- 2 Write the word 'Race' before 'to the Pyramids!'
- 3 Draw a hat on the head of the woman pushing the bike, and colour the hat pink
- 4 Colour the flag between the two pyramids - green
- 5 Colour the scarf of the woman on the horse who is winning the race - blue



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

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

[pause]

- BOY: It's interesting to see your office, Mum, but I don't know anyone here.
WOMAN: Oh, well. That's Richard over there, in the corner. He's drinking a cup of coffee.
BOY: Is he the man who's wearing a blue sweater?
WOMAN: Yes, that's him.
[pause]

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

[pause]

1

- BOY: Who's that woman?
WOMAN: Where?
BOY: She's putting something in the bin.
WOMAN: Oh, yes. That's Sarah. That looks better. I like a tidy office.
[pause]

2

WOMAN: And that's my friend Betty.
 BOY: Where? What's she doing?
 WOMAN: Her scissors have fallen on the floor and she's picking them up.
 BOY: Oh, yes. I can see her.

[pause]

3

WOMAN: That's William over there.
 BOY: The man who's working on the computer?
 WOMAN: Yes. The man in the green shirt.
 BOY: His job looks interesting.

[pause]

4

BOY: Who's that talking on the telephone?
 WOMAN: The man who's sitting down?
 BOY: No, the one standing next to the desk.
 WOMAN: Oh, that's Harry.

[pause]

5

WOMAN: Can you see the girl who's writing in her diary?
 BOY: Yes. What's her name?
 WOMAN: She's called Helen.
 BOY: She looks very happy!
 WOMAN: Yes, she is, because tomorrow is Saturday and she doesn't have to work!

[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]

WOMAN: Hello, everyone. Please listen carefully, because I'm going to tell you some important things about our school camping trip to the lake this weekend. First, we are going to meet at Kirby Bridge. Write this in your books, please. That's K-I-R-B-Y. You all know that place, don't you?

BOY: Yes, Miss.

[pause]

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

[pause]

WOMAN: Next, the time. Can we meet at half past eight?

BOY: Oh, that's very early!

WOMAN: No, it isn't. You start school at that time every day!

BOY: OK. What do we have to take with us, Miss?

WOMAN: Well, we'll only be there for two days, so don't bring a heavy suitcase! But you will need a small rucksack.

BOY: My brother's got one. I can use his. Shall we bring some food with us?

WOMAN: No, you don't need any because we can buy some at the shop in the village. But please bring a plastic plate with you.

BOY: OK. What about a torch, Miss?

WOMAN: Yes. That's very important because there aren't any lights in our tents! Now, what else? I know. The farmer is going to let us use the showers at the farm. Isn't that kind? So, you will all need to bring a towel with you.

BOY: Right. Is that everything?

WOMAN: Yes. So, see you all tomorrow.

BOY: OK. Bye, Miss.

[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]

All the people in Emma's family go to work in different ways. How does each person go to work?

[pause]

MAN: Oh! I was late for college this morning. The traffic was terrible.

WOMAN: I know. But it's easy for my aunt to get to work in the mornings. She's a nurse and the hospital isn't far from her flat so she goes to work by bicycle each day.

[pause]

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

[pause]

WOMAN: My cousin is a footballer.

MAN: Wow! Which team does he play for?

WOMAN: I don't know. I think football's boring. But I know it's a famous one. He just bought a helicopter and he uses it to go to all the matches. He's very rich!

[pause]

WOMAN: My brother's an engineer. Have you met him yet?

MAN: No. Where does he work?
WOMAN: He's working on an island this month. You can only get there by boat so it's exciting for him to go there every day. I think he wants to work there in the future, too, if he can.

[pause]

WOMAN: My uncle's a journalist and he works for a newspaper in the city. He loves his job but there's always a lot of traffic there, too. But he's got a motorbike and uses that to get to work. It's better than a car.

MAN: I agree!

[pause]

MAN: What about your sister? I met her once, I think ...

WOMAN: Alex? Oh she's got a very good job in town now. She's a dentist. She takes the eight o'clock train to work. There is a bus, but it's too slow for her.

[pause]

WOMAN: My mother is living with us now, but she still goes to work, too. She never stops!

MAN: What does she do?

WOMAN: She's an actress so she has to work at different theatres. When she goes to work, she prefers to take taxis. They're much quicker and easier for her and she likes talking to the drivers!

[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]

Which is Katy's new house?

MAN: Hello, Katy. Did you have a nice weekend in your new house?

GIRL: Yes, thanks, Mr Brown. It's got a great garden, with some big trees for me to climb.

MAN: Oh! What else has it got?

GIRL: It's got a lovely balcony, too.

[pause]

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

[pause]

1 *Where is Katy's new house?*

MAN: Is your new house in the town, near our school, Katy?

GIRL: No, it's in the countryside.

MAN: In a village?

GIRL: No. There aren't any other houses near us.

[pause]

2 *What's Katy's new bedroom like?*

GIRL: My new bedroom is very nice. I've got a desk in it. I can do my homework there.

MAN: Have you got a television, too?

GIRL: No, but I've got a CD player. I love listening to music.

MAN: That sounds nice.

[pause]

3 *What does Katy's dad do?*

GIRL: My dad works at home now.

MAN: Oh. Is he a businessman?

GIRL: No, he's a photographer. He takes pictures for magazines.

MAN: Oh. That's an interesting job!

[pause]

4 *What is Katy going to have for supper?*

GIRL: I'm going to make supper tonight.

MAN: Oh! What are you going to make? Can you make pizza? Or soup?

GIRL: No, I can't make those things. I'm going to make a salad.

MAN: Lovely!

[pause]

5 *What time is Katy's mum going to come home tonight?*

MAN: Where does your mum work, Katy?

GIRL: She works in a shop. She usually comes home at five o'clock but tonight she's going to be late.

MAN: Why is that?

GIRL: On Thursdays, the shop closes at six o'clock, so she gets home at half past six.

[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: Would you like to colour this picture of a book?

GIRL: Yes, please. What's it about?

MAN: It's about some people who are trying to win some money in a competition. The first person who arrives at the pyramids wins.

GIRL: Oh! Can I colour the biggest pyramid?

MAN: Yes. You can colour it yellow.

[pause]

Can you see the yellow pyramid? This is an example. Now you listen and colour and write and draw.

[pause]

1

MAN: Can you see the camel on the right?

GIRL: The one that's lying down?

MAN: Yes.

GIRL: It looks very tired. Shall I colour it?

MAN: Yes. Colour it brown.

[pause]

2

MAN: Would you like to write something?

GIRL: Excellent!

MAN: Can you see the name of the book?

GIRL: Mmm. There's a word missing.

MAN: The book is called 'Race to the Pyramids!'. Write the missing word, please.

[pause]

3

MAN: And now for some drawing. Can you see the woman with the bike?

GIRL: Yes. What's she doing?

MAN: It's broken and she's pushing it.

GIRL: She looks hot. Shall I draw a hat on her head?

MAN: Yes, and then colour it pink.

[pause]

4

MAN: Now, can you see the flag?

GIRL: The one next to the camel?

MAN: No, the one between the pyramids.

GIRL: OK.

MAN: Colour it green.

[pause]

5

MAN: Last, I want you to find the woman who's riding a horse.

GIRL: I can see her. She's wearing a long dress.

MAN: That's right. Can you see her scarf?

GIRL: Yes.

MAN: Well, colour it blue.

GIRL: Great. She's winning the race, I think!

[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 butterflies 2 the sky 3 geography

4 swans 5 museums 6 stations

7 ice 8 dinosaurs 9 maths

10 a storm

Part 2 (7 marks)

1 yes 2 no 3 no 4 yes 5 yes

6 yes 7 no

Part 3 (5 marks)

1 E 2 C 3 F 4 D 5 H

Part 4 (6 marks)

1 eyes 2 pulled 3 hit 4 excited 5 won

6 The day we made a snowman

Part 5 (7 marks)

1 old (and small)/small (and old) 2 (green) lizard

3 (beautiful) beach 4 thirsty 5 lovely

6 (his/David's) dad/father 7 William/David's cousin

Part 6 (10 marks)

1 who 2 ago 3 later 4 fly

5 with 6 can 7 This 8 a

9 but 10 will

Part 7 (5 marks)

1 read 2 on 3 opened

4 at 5 you

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: Hello, this is (child's name) *. Hello *, my name's Jane/ Ms Smith. What's your surname? How old are you?	<i>Hello</i> <i>Fernandez</i> <i>eleven</i>	 What's your family name? Are you <i>eleven</i> ?
1	Shows candidate both Find the difference pictures. Points to the spoons in each one. Gives candidate his/her picture then describes things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, the spoons in my picture are blue, but in your picture they're yellow. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, there's a lamp on the red table. In my picture, you can see some forks and knives on the green table. In my picture, the window is open. In my picture, the old man is sitting down. In my picture, the girls have got long hair. In my picture, you can see the moon.	 <i>In my picture, there's a plant.</i> <i>In my picture, you can't see any forks or knives.</i> <i>In my picture, the window is closed.</i> <i>In my picture, the old man is standing.</i> <i>In my picture, the girls have got short hair.</i> <i>In my picture, you can see the sun.</i>	 1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. What's on the red table? Can you see any forks or knives on the green table? Is the window open? Is the old man sitting down? Have the girls got long hair? Can you see the moon?
2	Briefly shows candidate the Information exchange cards. Then gives candidate his/her card. Points to the man on the left on candidate's card. Asks the questions. Points to the man on the right on the candidate's card. Responds using information on the examiner's card.	David and Emma are friends. Their fathers are friends, too. I don't know anything about David's father, but you do. So I'm going to ask you some questions. How old is David's father? Where does he work? What's his job? Which sport does he play? What time does he come home? Now, you don't know anything about Emma's father, so you ask me some questions. He's 39. He's a doctor. at the hospital at 7.30 tennis	 <i>(He's) 35.</i> <i>at the university</i> <i>(He's a) teacher.</i> <i>football</i> <i>(at) 7 o'clock</i> <i>How old is he?</i> <i>What's his job?</i> <i>Where does he work?</i> <i>What time does he come home?</i> <i>What sport does he play?</i>	 Point at the information if necessary. Point at information cues 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:
3	Shows candidate the Tell the story card. Allows time to look at it.	<p>These pictures tell a story. It's called 'The river'. Just look at the pictures first.</p> <p>John and his sister, Sally, are walking in the forest. They're going to have a picnic in the field across the river.</p> <p>Now you tell the story.</p>	<p><i>They are at the bridge over the river. John has crossed the bridge, but Sally can't cross because the bridge has broken.</i></p> <p><i>Sally is by the river. She is taking off her shoes. She wants to walk across the river.</i></p> <p><i>John is saying, 'Don't go in the water!' He can see a crocodile in the water.</i></p> <p><i>Sally is on the back of the crocodile. The crocodile is swimming across the river. John is going to give the crocodile some food.</i></p>	<p>1. Point at the pictures. 2. Ask questions about the pictures.</p> <p>Has John crossed the bridge? Can Sally cross too? Why not?</p> <p>What is Sally doing? What does she want to do?</p> <p>What is John saying? What can he see in the water?</p> <p>Where's Sally? Where's the crocodile going? What's John going to give the crocodile?</p>
4	Puts the pictures away and turns to the candidate.	<p>Now, let's talk about what you do in the evening.</p> <p>Where do you do your homework?</p> <p>What do you have for dinner?</p> <p>What do you do after dinner?</p> <p>What time do you go to bed?</p> <p>Tell me about your bedroom.</p>	<p><i>in my bedroom</i></p> <p><i>chicken and rice</i></p> <p><i>I watch TV.</i></p> <p><i>nine o'clock</i></p> <p><i>It's big. The walls are pink. There's a computer.</i></p>	<p>Do you do your homework <i>in your bedroom</i>? Do you have <i>chicken and rice</i> for dinner?</p> <p>Do you <i>watch TV</i>?</p> <p>Do you go to bed at <i>nine o'clock</i>?</p> <p>Is your bedroom <i>big</i>? What colour are the walls? Is there a <i>computer</i> in your bedroom?</p>
		OK, thank you, *. Goodbye.	Goodbye.	

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

Test 3 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Helen and the girl in the red T-shirt holding a boat
- 2 David and the boy in the water near the rocks who is shouting
- 3 Emma and the girl shivering in the pink towel
- 4 Michael and the boy in red shorts throwing a ball
- 5 Katy and the girl with short hair on the towel eating biscuits

Part 2 (5 marks)

- 1 (of) January 2 Salford (correct spelling) 3 Tuesday(s)
- 4 (the) 22(nd)/twenty-second 5 plants

Part 3 (5 marks)

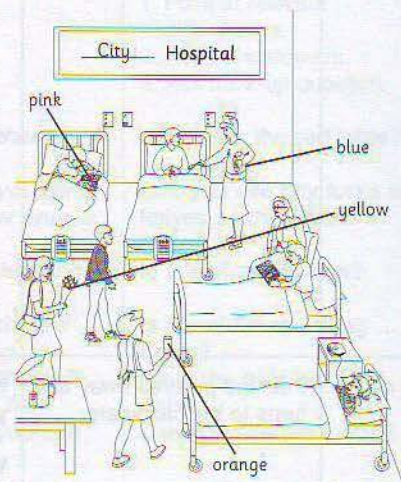
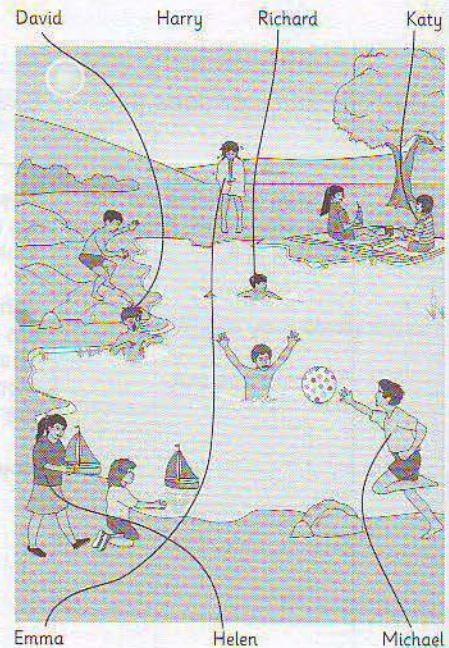
- 1 brush – D – mirror 2 umbrella – H – bath
- 3 torch – F – fridge 4 diary – B – table
- 5 chocolate – E – cooker

Part 4 (5 marks)

- 1 B 2 B 3 A 4 B 5 C

Part 5 (5 marks)

- 1 Colour comic being read by boy lying down in bed on left – pink
- 2 Colour uniform of nurse giving medicine on spoon to boy – blue
- 3 Draw flowers in hand of woman visitor walking across room and colour them yellow
- 4 Write 'City' before 'Hospital'
- 5 Colour juice in glass carried by nurse walking across room – orange



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

Part 1 Listen and look. There is one example.

[pause]

- MAN: There are a lot of people at the lake today!
 GIRL: Yes, it's very hot, isn't it?
 MAN: Who are they all?
 GIRL: Well, the boy who's swimming is Richard.

[pause]

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

[pause]

1

- MAN: Which girl is Helen? Is she here?
 GIRL: She's over there, on the left.
 MAN: What's she doing?
 GIRL: She's going to sail her boat.
 MAN: Oh, yes. I can see her now. She hasn't put it in the water yet.

[pause]

2

- MAN: Who's that boy near the rocks?
 GIRL: Which one?
 MAN: He's just jumped into the water.
 GIRL: Oh, that's David. The boy who's shouting!

[pause]

3

GIRL: Look at Emma! She's the girl who's standing by the lake.
MAN: The girl with the towel?
GIRL: Yes. She's just come out of the water.
MAN: Her hair's all wet.

[pause]

4

GIRL: That's Michael over there.
MAN: Which boy is he?
GIRL: The boy who's throwing a ball.
MAN: Oh, yes, the tall boy. I like his red shorts.

[pause]

5

MAN: Is Katy here, too?
GIRL: Yes, she's over there, sitting on a towel.
MAN: The girl with long hair?
GIRL: No, she's got short hair.
MAN: I can see her. She's eating some biscuits.

[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]

GIRL: Hello. I'd like to come to your art club, please.
MAN: OK. Let's see. Can I ask you some questions? First, what's your name?
GIRL: Ann Knight.
MAN: How do you spell your surname?
GIRL: K-N-I-G-H-T.
MAN: Thank you.

[pause]

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

[pause]

MAN: Now, Ann, how old are you?
GIRL: I'm 12. My birthday is the fifteenth of January.
MAN: Right. OK. And where do you live, Ann?
GIRL: At 26 Salford Street.
MAN: Is that S-U-L-F-O-R-D?
GIRL: No, S-A-L-F-O-R-D.
MAN: Thank you. Next question! Which day would you like to come to the club? We meet every day after school.
GIRL: Um, I can only come on Tuesday. Is that OK?
MAN: That's fine.
GIRL: Can I ask you a question?

MAN: Of course you can.

GIRL: I can't come next week. Can I start the week after that?

MAN: Of course you can. That's April the twenty-second. Don't forget!

GIRL: OK. Thanks.

MAN: My last question. What kind of things do you like painting? Animals? People?

GIRL: They're OK, but I like painting plants and trees best.

MAN: Right. You'll enjoy our club, I'm sure!

[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]

Mary and her husband, John, have gone camping, but Mary has left all these things at home. Where is each thing?

[pause]

MAN: What's the matter, Mary?
WOMAN: Oh! John ... when we go camping, I always forget to bring something. I can't find my soap and I want to wash my hands. I've left it in the shower at home.

MAN: Are you sure?

WOMAN: Yes.

[pause]

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

[pause]

WOMAN: My hair is so untidy but I can't find my brush anywhere in the tent. I think it's still by the mirror in the bedroom at home.

MAN: Yes. I remember, I saw it there yesterday.

[pause]

WOMAN: And it's started raining again and I haven't got my umbrella with me. I remember, I used it when I went shopping at the weekend. It was very wet when I got home but I didn't put it on the balcony ... that's where I usually put it. I put it in the bath this time and it's still there. Oh, no!

MAN: It's not a problem, Mary. The rain will stop soon.

[pause]

WOMAN: It was very dark in the night and I needed my torch, too. I think I left it on top of the fridge at home. Did you see it there?

MAN: Yes, I did. I forgot to pick it up, too. But we can buy another one here.

[pause]

MAN: What do you want to do next?

WOMAN: Ermm ... I want to write a few things in my diary. Oh, no! I've left that at home, too. I was writing in it yesterday when someone phoned. I left it on the kitchen table and forgot to put it back in my bag.

MAN: Oh, dear!

[pause]

WOMAN: John ... I'm cold and I'm hungry.

MAN: Well, we can go and get some lunch.

WOMAN: It's too early for that, but I've got some chocolate somewhere. Oh, no! It isn't here. I've left it next to the cooker in the kitchen. I don't believe it! How could that happen?

MAN: Perhaps next time we should camp in our garden!

WOMAN: John!

[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 did William do in the school holidays?

[pause]

MAN: Hello, William. Did you enjoy the holidays?

BOY: Yes, thanks. We went to London for a few days.

MAN: Did you visit any museums or theatres?

BOY: No, but we went to the circus. It was excellent.

[pause]

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

[pause]

1 *Who did William go with?*

MAN: Did you go with your mum and dad, William?

BOY: Yes.

MAN: What about your brother and sister?

BOY: My brother came but my sister didn't.

[pause]

2 *Where did William stay?*

MAN: What was your hotel like?

BOY: Very nice. It was near a lovely park.

MAN: Oh. Was it a big new hotel?

BOY: No. It was small.

[pause]

3 *What did William have for breakfast?*

BOY: The breakfast in the hotel was excellent.

MAN: What could you have?

BOY: Oh, everything. There was coffee, cheese, fish, meat, bread, cakes ...

MAN: So, what did you choose?

BOY: I had bread and jam and a glass of milk every morning.

[pause]

4 *What did William buy?*

BOY: We went shopping one day.

MAN: Oh. Did you buy those gloves?

BOY: No, they were a Christmas present.

MAN: Did you buy anything?

BOY: Yes. I got a new football. I saw a great rucksack, but it was too expensive.

[pause]

5 *Which film did William see?*

BOY: We went to see a film one night.

MAN: Did you? Did you see 'Lost at Sea'?

BOY: No, we wanted to go to 'Coconut Island', but the cinema was full.

MAN: So what did you see?

BOY: We saw 'The Blue Whale'. It was good!

[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]

BOY: Oh, look! It's a picture of a hospital. Can I colour it?

WOMAN: Of course you can.

BOY: What shall I do first?

WOMAN: Can you see the boy who's visiting someone?

BOY: Yes. Shall I colour his sweater?

WOMAN: OK. Colour it green.

[pause]

Can you see the boy's green sweater?
This is an example. Now you listen
and colour and draw and write.

[pause]

1

WOMAN: Look at the boy who's lying in bed.

BOY: The boy on the left of the picture?

WOMAN: Yes.

BOY: He's looking at a comic.

WOMAN: Well, please colour it pink.

BOY: OK.

[pause]

2

WOMAN: Next, I want you to find the nurse who's giving a boy some medicine.

BOY: I can see her. She's got short hair.

WOMAN: That's right. Can you colour her uniform, please?

BOY: Yes. I'm going to colour it blue.

[pause]

3

WOMAN: Now for some drawing.

BOY: Excellent.

WOMAN: Find the woman who's visiting someone. She's walking across the room. Draw some flowers in her hand.

BOY: Right. I've done that. Can I colour them red?

WOMAN: No, colour them yellow.

[pause]

4

WOMAN: Would you like to write something now?

BOY: Yes, please.

WOMAN: Can you see the word 'Hospital'?

BOY: Yes.

WOMAN: Well, write the name 'City' next to it.

[pause]

5

BOY: Can I colour something else, please?

WOMAN: OK. Find the glass.

BOY: The one on the table?

WOMAN: No. The one in the nurse's hand. Let's put some juice in it. Colour it orange.

BOY: OK. That's nice!

[pause]

Now listen to Part 5 again.

[The recording is repeated.]

[pause]

That is the end of the Flyers Practice

Listening Test 3.

Reading and Writing

Part 1 (10 marks)

- | | | |
|----------------|----------------|-------------|
| 1 a playground | 2 a station | 3 traffic |
| 4 secretaries | 5 an ambulance | 6 a rainbow |
| 7 a map | 8 an umbrella | 9 clowns |
- 10 nurses

Part 2 (7 marks)

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

Part 3 (5 marks)

- 1 A 2 E 3 H 4 D 5 F

Part 4 (6 marks)

- 1 swings 2 bird 3 pocket 4 cry
5 whispered 6 Helen loses her door key

Part 5 (7 marks)

- 1 Pyramids 2 a man/someone 3 Betty and Emma/Emma and Betty/Betty and her cousin
4 ride on a/the camel/ride the camels 5 took a photo/picture
6 brother (Paul) 7 afraid

Part 6 (10 marks)

- 1 for 2 was 3 had 4 moving
5 all 6 have 7 them 8 when
9 don't 10 on

Part 7 (5 marks)

- 1 in 2 plane 3 to 4 them
5 close/shut/carry/lift

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

* 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:
3	Shows candidate the Tell the story card. Allows time to look at it.	<p>These pictures tell a story. It's called 'The untidy bedroom'. Just look at the pictures first.</p> <p>Emma and Jill are in their bedroom with their mother. She isn't happy because the room is untidy. She is saying, 'It's half past six. You must tidy your room and then you can watch TV in bed.'</p> <p>Now you tell the story.</p>	<p><i>Now Emma and Jill are tidying the room. They're putting the toys in the cupboard.</i></p> <p><i>The room is tidy now. It's nine o'clock and Emma and Jill are in bed. They're watching TV.</i></p> <p><i>It's midnight. The toys are coming out of the cupboard and playing together.</i></p> <p><i>It's the next morning. Their mother has come into the room to wake the girls up. The room is untidy again. She's thinking, 'What has happened here?'</i></p>	<p>1. Point at the pictures. 2. Ask questions about the pictures.</p> <p>Are they tidying the room now? Where are they putting the toys?</p> <p>Is the room tidy now? Where are the children now? What are they doing?</p> <p>What time is it now? What's happening?</p> <p>Who's coming into the room? Is the room still tidy? What's the mother thinking?</p>
4	Puts the pictures away and turns to the candidate.	<p>Now, let's talk about your weekends.</p> <p>What do you do on Saturday** morning? Where do you go on Saturday** morning? What time do you get up on Sunday** morning? What do you eat for lunch on Sunday**?</p> <p>Tell me about other things you do at the weekend.</p>	<p><i>I go shopping.</i></p> <p><i>to the park</i></p> <p><i>ten o'clock</i></p> <p><i>chicken</i></p> <p><i>I sometimes go to the beach.</i> <i>I play football with my friends.</i> <i>I go to the cinema.</i></p>	<p>Do you go shopping?</p> <p>Do you go to the park?</p> <p>Do you get up late?</p> <p>Do you have chicken?</p> <p>Do you go to the beach?</p> <p>Do you play football?</p> <p>Do you go to the cinema?</p>
		OK, thank you, *. Goodbye.	Goodbye.	

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

** Use an appropriate weekend day.

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

s animal
m bat
m bear
s bird
f butterfly
m cage
f camel
s cat
s chicken
s cow
s crocodile
f dinosaur
s dog
m dolphin
s duck
s elephant
s fish (s & pl)
m fly
s frog
f fur
s giraffe
s goat
s hippo
s horse
f insect

m kangaroo
m lion
s lizard
s monkey
s mouse/mice
f octopus
m panda
m parrot
m pet
m puppy
m rabbit
m shark
s sheep (s & pl)
s snake
s spider
f swan
s tail
s tiger
m whale
f wing
s zoo

THE BODY AND THE FACE

s arm
m back

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

CLOTHES

s bag
f belt

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

f anything	s come	s sleep	f end
m both	f cut	f smell (v intr)	s enjoy
f each	s do	f smell (like) (v tr)	f explain
f else	s draw	f speak	f fetch
f enough	s drink	s spell	m film
f everyone	s drive	f spend	f finish
f everything	s eat	s stand (up)	m fish
s he	f end	f steal	f follow
s her	f fall	s swim	f glue
s hers	f fall over	f swing	f guess
s him	f feel (like)	m take	f happen
s his	s find	m take (a bus)	f hate
s I	f find out	m take (a photo)	m help
s it	s fly	f take time	m hop
s its	f forget	m take off	m invite
s me	f get	f teach	s jump
m mine	f get (off/on/to)	s tell	s kick
m more	m get (un)dressed	m think	m laugh
m most	m get up	s throw	s learn
f much	s give	s understand	s like
f no-one	s go	m wake up	s listen (to)
m nothing	m go shopping	s wear	s live
s one	f go out	f will	s look
f other	f going to	f win	f look after
s ours	f grow	f won't	s look at
s she	s have	s write	f look for
f someone	s have (got)		f look (like)
m something	m have (got) to	Regular:	s love
s that	f hear	s add	f mind
s theirs	m hide	f agree	f mix
s them	s hit	s answer	m move
s these	s hold	f arrive	m need
s they	m hurt	s ask	s open
s this	s know	f ask for	s paint
s those	s learn	f believe	s phone
s us	f leave	s bounce	s pick up
s we	f let's	f brush	m plant
f where	f lie down	f burn	s play (with)
m which	m lose	f call	s point
m who	s make	f camp	s point to
s you	m mean	m carry	f post
m yours	f meet	s clean	f prefer
	m must	m climb	f pull
	s put	s close	f push
	m put on	f comb	f race
	m rain	m cook	m rain
	s read	s colour	f remember
	s ride	s complete	m sail
	s run	s cross	f score
	s say	m cry	m shop
	s see	m dance	m shout
	f sell	f decide	s show
	f send	m dream	m skate
	s sing	m drop	f ski
	s sit (down)	m email	m skip

VERBS

Irregular:

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

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

●●● **Cambridge Young Learners English Tests**
Second edition

CAMBRIDGE

Flyers

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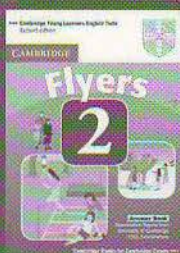
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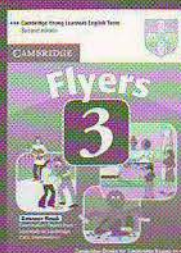
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