



CAMBRIDGE

Flyers

5



Answer Booklet

Examination Papers from
University of Cambridge
ESOL Examinations

Cambridge Young Learners
English Tests

Cambridge Flyers 5

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
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–G 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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e-mail: ESOLHelpdesk@CambridgeESOL.org
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Test 1 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Tom and the man in the yellow jacket
- 2 Katy and the woman working on the car engine
- 3 David and the boy with a pink face, looking at a map
- 4 Sally and the woman with long red hair and one shoe
- 5 William and the man sitting and writing

Part 2 (5 marks)

- 1 31/thirty-one
- 2 half past four/4.30
- 3 cakes, (some) games
- 4 jeans
- 5 phone

Part 3 (5 marks)

- 1 Camels – H – chocolate biscuits
- 2 Insects – C – bananas
- 3 Bears – E – pizza
- 4 Dolphins – B – ice cream
- 5 Lions – D – jam sandwiches

Part 4 (5 marks)

- 1 B 2 A 3 B 4 A 5 C

Part 5 (5 marks)

- 1 Colour the glove of the girl sitting in the snow – yellow
- 2 Draw a dog behind the boy throwing a ball – colour it green
- 3 Colour the house on top of the hill – blue
- 4 Write 'Shop' under the picture on the board
- 5 Colour the coat of the boy on sledge – purple

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

Part 1 Listen and look. There is one example.

[pause]

MAN: This is a photo of my holiday, Betty. It was very hot.

GIRL: Who are all these people, uncle?

MAN: Well, you know Richard. He's sitting in the car.

GIRL: Oh, yes. With the white hat on?

MAN: That's right.

[pause]

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

[pause]



GIRL: Who's the man with the camera?

MAN: The one taking a photo of the giraffe?

GIRL: No. The other one, standing by the tent, in the yellow jacket.

MAN: Oh, that's Tom. He works in the office.

[pause]

2

MAN: And can you see what Katy's doing?

GIRL: Who's she?

MAN: The woman who's working on the car. She's a mechanic!

GIRL: Oh, yes.

[pause]

3

GIRL: And what's the name of that person there?

MAN: The boy who's looking at the map?

GIRL: Yes. His face looks very pink.

MAN: That's David. He stayed in the sun too long.

[pause]

4

- GIRL: And is that Sally? I remember her face.
 MAN: Yes, she's got lovely long red hair, hasn't she?
 GIRL: Mmm. Why has she only got one shoe on?
 MAN: I don't know. Perhaps a lion ate the other one!

[pause]

5

- MAN: And look, there's her husband, William.
 GIRL: The man who's looking out of the tent?
 MAN: No, I mean the man sitting by the fire.
 GIRL: What's he writing?
 MAN: His diary. He wrote about everything we did every day.

[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: Dad, can I have a party for me and seven other girls at school?
 MAN: Why? It isn't your birthday.
 GIRL: I know, but the school exams are over.
 MAN: All right. When do you want to have the party?
 GIRL: On Saturday?
 MAN: OK.

[pause]

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

[pause]

- GIRL: Could we have the party at Grandmother's house?
 MAN: I think so, but why there?
 GIRL: Because her house is bigger. What's the number of her house? I can't remember.
 MAN: It's thirty-one. And it's in Regent Street.
 GIRL: I remember the name of the street, Dad!
 MAN: And when you ask your friends to come, you must put the time too.
 GIRL: Can we start at half past three in the afternoon?
 MAN: That's too early, I think. Put half past four.
 GIRL: OK. I'm going to ask my friends to bring some things so Mum won't have to do everything. And I can help too.
 MAN: What kind of things?
 GIRL: How about cakes and some games?
 MAN: All right. And tell your friends to wear jeans.
 GIRL: Why, Dad?
 MAN: Well, then you can play in the garden if the

weather's nice.

- GIRL: Oh, yes ... excellent. I love climbing the trees in the garden.
 MAN: I know. And ask your friends' parents to phone me, please.
 GIRL: Why?
 MAN: Because it's good to have everyone's address.
 GIRL: OK. Thanks, Dad. Oh ... it will be great!

[pause]

Now listen to Part 2 again.

[pause]

[The recording is repeated.]

[pause]

That is the end of Part 2.

[pause]

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

[pause]

A man at the zoo gave the animals the wrong food to eat. What did each kind of animal eat today?

[pause]

- WOMAN: Did you have a good day at the zoo?
 MAN: Yes, but a new man started work today and he gave the animals all the wrong food. The monkeys were very happy. He gave them sweets for their lunch!
 WOMAN: Oh no!

[pause]

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

[pause]

- MAN: We've got some new camels at the zoo too. The new man decided to give them chocolate biscuits to eat. That wasn't a very good idea but they loved them!
 WOMAN: Did they eat them all?
 MAN: Yes!

[pause]

- MAN: The insects at the zoo usually eat leaves.
 WOMAN: I know they do. They *love* those.
 MAN: Mmm. But the new man gave them fruit today ... some old bananas. He cut them into pieces and put them in their cages. They didn't eat much ...

[pause]

- WOMAN: What else did he do wrong?
 MAN: Well, the bears eat lots of food, but one of them had stomach ache today. I think it's because they had pizza for their lunch ... cheese and tomato ones. It was better later on ...

- WOMAN: That was good.

[pause]

MAN: But the dolphins were all very happy. I bought some ice cream this morning because it was so hot, and put it in the fridge. I went to get it later and ...

WOMAN: ... what happened?

MAN: Well ... it was missing! The new man gave it all to them!

[pause]

MAN: And the lions looked happy too. Guess what? He gave them jam sandwiches.

WOMAN: But do they like that kind of food?

MAN: Not usually. They like to eat meat, of course. He doesn't know anything about animals. He can't do the job. He's going to work in the café tomorrow ...

WOMAN: Well, it's better for him to work there!

[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]

Where is Aunt May going to play volleyball?

[pause]

WOMAN: Hello, Tom. Do you want to play volleyball with us this evening?

BOY: Where are you going to play? At the beach?

WOMAN: It will be too cold there. We're going to play inside at the club.

BOY: Not in the school playground? It's good there.

WOMAN: No.

[pause]

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

[pause]

1 *Who else is going with Aunt May?*

BOY: Who's going with you?

WOMAN: Your mum's going to play, too!

BOY: Oh! What about Dad?

WOMAN: No. He doesn't like volleyball. He's going to watch football on TV with your little cousin.

[pause]

2 *What has Aunt May lost?*

BOY: What are you going to wear?

WOMAN: Oh ... just shorts and a T-shirt.

BOY: I always wear a hat when I'm playing. My hair gets in my eyes.

WOMAN: I know. I usually wear one too but I can't find mine today. I lost it at the beach, I think.

[pause]

3 *What time will the game start?*

BOY: When are you going to play, Aunt May? After dinner?

WOMAN: Yes. We're going to meet the others at about eight and we'll start the game at about quarter past.

BOY: That's too late for me. I have to be home by nine thirty if I've got school the next day.

WOMAN: But it's Friday today.

BOY: Oh, yes. No school tomorrow.

[pause]

4 *What has Aunt May forgotten today?*

WOMAN: Last week I forgot to take the ball *and* my towel!

BOY: Why do you take a towel? Do you go swimming, too?

WOMAN: No. I always take one because we have a shower after the game.

BOY: Oh, so you need to take some soap, too.

WOMAN: Oh ... I've forgotten that this time. I must remember to put some in my bag.

[pause]

5 *What will Tom do this evening?*

WOMAN: So, Tom ... will you play volleyball with us this evening?

BOY: Well, no thank you, Aunt May. My friends are going to the circus so I'll go with them.

WOMAN: OK. Well, I'll see you in the café tomorrow, then. Have a good time tonight.

BOY: You too. Bye.

[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]

WOMAN: Hello, Peter. Would you like to colour some of this picture now?

BOY: Yes. It's snowing, isn't it?

WOMAN: That's right.

BOY: What shall I do first?

WOMAN: How about one of the snowmen? Colour the bigger one pink.

BOY: That's a strange colour! OK.

[pause]

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

[pause]

1

- BOY: The girl who's sitting in the snow looks like my sister.
 WOMAN: Does she? Well, colour her gloves.
 BOY: OK. But I can only see one of them. Can I do it yellow?
 WOMAN: Of course you can.
 BOY: That looks good now.

[pause]

2

- BOY: And can I draw something, too?
 WOMAN: Yes. Can you see the boy who's throwing the ball?
 BOY: Mmm.
 WOMAN: Well, draw a dog behind him.
 BOY: That's very difficult.
 WOMAN: It doesn't matter. Just do your best. Then colour it green.

[pause]

3

- BOY: There's a little house on the top of the hill. Can I colour that?
 WOMAN: Yes. Perhaps that's where the children live. Do you want to colour it brown?
 BOY: No. I prefer blue. That's my favourite colour. Is that OK?
 WOMAN: Yes. That's fine.

[pause]

4

- WOMAN: Now, I want you to write something, please.
 BOY: All right. I'm ready. What shall I write?
 WOMAN: Can you see the little picture on the board in the snow?
 BOY: It's the village ... yes.
 WOMAN: Well, write 'Shop' under the picture.
 BOY: That's easy. OK.

[pause]

5

- BOY: Can I use purple? I haven't used that colour yet.
 WOMAN: Yes. Can you see the boy?
 BOY: The one on the sledge or the one playing with the ball?
 WOMAN: On the sledge. Colour his coat.
 BOY: OK. And have we finished now?
 WOMAN: Yes, we have!
 BOY: 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 a farmer 2 a nurse 3 factories
 4 maths 5 a dentist 6 libraries
 7 geography 8 banks 9 art 10 a journalist

Part 2 (7 marks)

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

Part 3 (5 marks)

- 1 H 2 C 3 F 4 D 5 G

Part 4 (6 marks)

- 1 key 2 pocket(s) 3 turned 4 closed
 5 cold 6 Michael and Mum get Dad out of bed

Part 5 (7 marks)

- 1 (a lot/lots of) traffic 2 William's father/dad
 3 new (silver) car 4 (the) town
 5 (small) (quiet) street 6 fifteen/15 minutes
 7 policeman

Part 6 (10 marks)

- 1 when 2 of 3 There 4 their 5 fall
 6 called 7 than 8 too 9 using 10 quickly

Part 7 (5 marks)

- 1 in/next 2 was 3 won 4 took 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: Hello. This is (<i>child's name</i>). Examiner: Hello *. My name's <i>Jane/Ms Smith</i>. What's your surname? How old are you,*?	Hello. <i>Fernandez</i> <i>eleven</i>	What's your family name? Are you <i>ten</i>?
1	Shows candidate both Find the difference pictures. Points to the trees near the lake in each one. Describes things without pointing.	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 four trees by the lake, but in your picture there are only two trees. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, the girl isn't wearing gloves. In my picture, the snowman is sad. In my picture, two people are going down the hill on a sledge. In my picture, the boy's jacket is red. In my picture, there is a horse in front of the house. In my picture, some boys are skating on the lake.	<i>In my picture, the girl is wearing gloves.</i> <i>In my picture, the snowman is happy.</i> <i>In my picture, two people are going up the hill (with a sledge).</i> <i>In my picture, the boy's jacket is blue.</i> <i>In my picture, there is a car in front of the house.</i> <i>In my picture, some girls are skating on the lake.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. Is the girl wearing gloves? Is the snowman sad? Are the people going down the hill? What colour is the boy's jacket? Is there a horse in front of the house? Who is skating on the lake?
2	Shows candidate both flat information pages. Then points to candidate's information page. Points to Jim's flat on candidate's page. Asks the questions. Points to Tom's flat on candidate's page.	Jim and Tom live in flats in the same town. I don't know anything about Jim's flat, but you do. So I'm going to ask you some questions. Where is Jim's flat? How many rooms are there in Jim's flat? Is the flat new or old? Which floor does Jim live on? Does Jim have a balcony? Now you don't know anything about Tom's flat, so you ask me some questions.	<i>Station Road</i> <i>6</i> <i>new</i> <i>(the) second floor</i> <i>yes</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:
	Responds using information on examiner's page.	Green Street (the) ground floor old 9 no	<i>Where is Tom's flat? Which floor does Tom live on? Is the flat new or old? How many rooms are there in Tom's flat? Does Tom's flat have a balcony?</i>	Point at information cues if necessary.
3	Shows candidate Tell the story card. Allows time to look at the pictures.	These pictures tell a story. It's called 'Helen and Betty tidy their bedroom.' Just look at the pictures first. This is Helen and Betty's bedroom. it is very untidy. Their mum is very unhappy. Now you tell the story.	<i>Helen and Betty are watching television. Mum is saying 'Go and tidy your bedroom.' Helen and Betty are in their bedroom. They are tidying their things. Now the bedroom is very tidy. Mum is happy, but she can see a scarf on the floor. Mum has opened the cupboard. Everything is falling out of the cupboard. Helen and Betty are running out of the room.</i>	1. Point at the pictures. 2. Ask questions about the pictures. What are Helen and Betty doing? What is Mum saying to them? What are Helen and Betty doing? Is the room tidy? What can Mum see? What happens when Mum opens the cupboard? What are Helen and Betty doing?
4	Puts the pictures away and turns to the candidate.	Now, let's talk about your mornings. When do you get up? What do you eat for breakfast? Do you brush your teeth before or after breakfast? How do you go to school? Tell me about your morning at school.	<i>at seven o'clock bread and jam after (by) car The first lesson starts at 8.30. We have three lessons in the morning. Then we play football in the playground.</i>	Do you get up at <i>seven o'clock</i> ? Do you eat <i>bread</i> ? Do you brush your teeth <i>before</i> breakfast? Do you go to school <i>by car</i> ? What time is your first lesson? How many lessons do you have in the morning? What do you do in the playground?
		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 Emma and the girl next to the red car
- 2 Michael and the boy talking to the policeman
- 3 Paul and the man with the beard, selling fruit
- 4 Daisy and the girl with a dog on a lead
- 5 Sally and the girl who's dropped apples

Part 2 (5 marks)

- 1 science 2 Shaker (correct spelling) 3 15/fifteen
- 4 kitchen 5 black

Part 3 (5 marks)

- 1 Umbrella – H – shower 2 Comb – D – coat pocket
- 3 Dictionary – E – TV 4 Glasses – G – table
- 5 Watch – A – shelf

Part 4 (5 marks)

- 1 A 2 B 3 A 4 C 5 A

Part 5 (5 marks)

- 1 Colour the flag on the boat – red
- 2 Draw one fish behind the frog, at the front of the picture, and colour fish – yellow
- 3 Colour the larger tent – orange
- 4 Write a name on the boat on the river – Storm
- 5 Colour the butterfly next to the spider – purple

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

Part 1 Listen and look. There is one example.

[pause]

GIRL: There are a lot of people in the market today!

MAN: Yes, that's because the food is cheaper here.

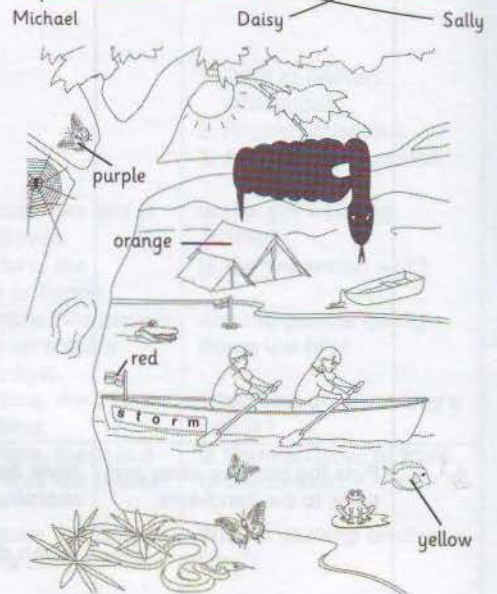
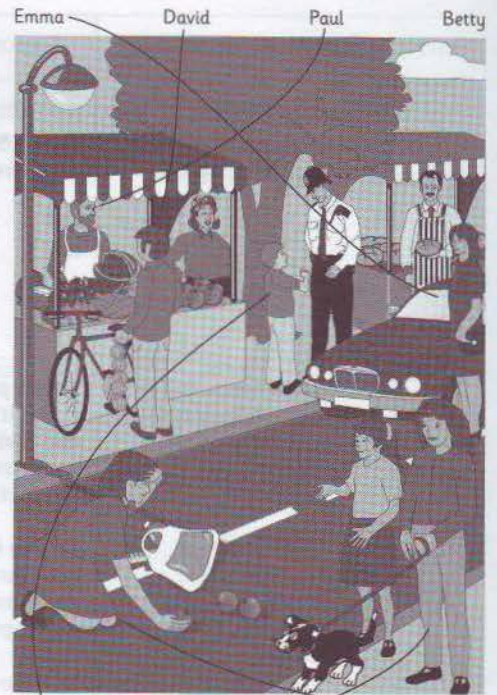
GIRL: Are we going to buy something?

MAN: Perhaps. Look, there's David!

GIRL: Where?

MAN: There. He's wearing a blue jacket. He's buying some onions, I think.

[pause]



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

[pause]

1

MAN: Where's Emma? She's usually here on Saturdays.

GIRL: She's got a red car, hasn't she?

MAN: Yes. Why?

GIRL: I can see her. She's standing by it. Look!

[pause]

2

GIRL: And there's Michael!

MAN: Oh. I don't know him. Who is he?

GIRL: He's standing next to that tree.

MAN: Oh. Is he the policeman?

GIRL: No. He's a boy in my class. The policeman is his dad.

[pause]

3

MAN: And do you remember your dad's friend, Paul? He's here, too.
 GIRL: No. Which one is he?
 MAN: He works here in the market. He sells fruit. Look, there he is.
 GIRL: Is he the man with the beard?
 MAN: That's right.

[pause]

4

MAN: Look, there's Daisy.
 GIRL: Is that the girl in the red skirt?
 MAN: No, the girl with the dog. She's wearing jeans.
 GIRL: Oh, I know her. She came to my party last year.

[pause]

5

GIRL: And look. Is that your friend Sally in the street, too?
 MAN: Where? I haven't seen her for a long time.
 GIRL: Look. She's picking up the apples. They've fallen out of her bag.
 MAN: Oh, yes. Let's go and help her.

[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: Right, please be quiet, everyone. I want to tell you about your new teacher.
 BOY: When is the new teacher going to start teaching us, Miss Brown?
 WOMAN: Next week, Harry.
 BOY: Which day?
 WOMAN: On Tuesday.

[pause]

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

[pause]

BOY: Which subject will she teach us?
 WOMAN: You ask a lot of questions, Harry.
 BOY: Sorry, Miss Brown, but I just want to know.
 WOMAN: All right. Well, she usually teaches maths, but she's going to teach your class science.
 BOY: And what's her name?

WOMAN: Yes, that's important! It's Mrs Shaker. Can you spell that for us?

BOY: Is it S-H-A-K-E-R?

WOMAN: That's right, Harry. Excellent.

BOY: And which classroom will she teach in?

WOMAN: She'll be in classroom fifteen. And where is that, Harry?

BOY: It's next to the school kitchen.

WOMAN: Good. Now, this is her first job, so please be kind to her.

BOY: I'll meet her in the car park and carry *all* her bags and books. What colour is her car? Do you know?

WOMAN: Blue, I think. No, sorry, it's black. The new secretary's car is blue.

BOY: And can we ...?

WOMAN: That's enough questions, Harry. Now we must start some work.

[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]

Helen's mum forgot to take lots of things with her to work today. Where did she leave each thing?

[pause]

GIRL: Did you have a good day at work, Mum?
 WOMAN: Oh Helen ... I had a horrible day! I love my job but I left a lot of things at home this morning. I made some sandwiches last night for my lunch. I put them in the fridge and forgot to take them out.

[pause]

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

[pause]

WOMAN: I didn't have my umbrella with me so I got all wet when it started to rain. My umbrella was in the shower. I put it in there last night because it was wet.

GIRL: Oh dear! I hate bad weather.

WOMAN: Me too.

[pause]

WOMAN: And I didn't have my comb with me. Did you forget to take that with you too?
 GIRL: Yes. It was in one of the pockets of my old coat, the one I wear in the garden. My hair was very untidy all day.

[pause]

WOMAN: And later on, I had to write a difficult letter and I couldn't spell some of the words. I needed my dictionary to help me with that ...

GIRL: But where was it?

WOMAN: On top of the television at home. I made some mistakes, I think!

GIRL: Oh Mum!

[pause]

WOMAN: I needed to read about an important meeting too. The writing was very small. I couldn't see the words.

GIRL: What was the problem?

WOMAN: I didn't have my new glasses with me. I had them in the car yesterday, but then I left them on the table in the living room!

GIRL: You can read about it tomorrow, can't you?

[pause]

WOMAN: And at the end of the day, I got to the station late because I forgot my watch too. I left it on the shelf by the mirror here. I didn't know the time because there was no clock in the office, so I just guessed.

GIRL: Why didn't you ask someone?

WOMAN: Oh, I was too busy. Tomorrow will be a better day!

[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 does Sarah want to do after school?

[pause]

GIRL: Dad, my friends are going to see a film after school today. Can I go with them?

MAN: Well, what about your homework? And you've got your music lesson today, haven't you?

GIRL: Yes, but the music teacher's ill, and I can do my history homework tomorrow.

MAN: All right. But don't be late.

[pause]

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

[pause]

1 What is Sarah's dad going to give her?

MAN: Shall I take you in the car?

GIRL: No, thanks. We'll walk. It's not far.

MAN: Well, take your gloves – it's going to snow this evening.

GIRL: I've already got them, but could you give me some money?

MAN: Yes, OK!

[pause]

2 How many friends is Sarah going to go out with?

MAN: Who's going to go with you?

GIRL: Three of my friends, Betty, Sally and Kim.

MAN: Isn't Emma going to go with you? You two are always together.

GIRL: No, she can't come tonight.

[pause]

3 What's the film about?

MAN: And what's the name of the film?

GIRL: It's called 'The Beach Party' but it isn't about beaches or parties.

MAN: I don't understand.

GIRL: Well, it's about a group of famous singers.

[pause]

4 What will Sarah have for dinner?

MAN: Will you have dinner at home? We're going to have fish tonight.

GIRL: No, I won't have time. Can I take a sandwich with me?

MAN: No. Buy a burger in town. That will be better.

GIRL: OK.

[pause]

5 What's Betty's phone number?

GIRL: I'll be home at nine o'clock. Betty's mum is going to bring us home in her car.

MAN: All right. Not a minute later. What's her telephone number? It's four five double six five, isn't it?

GIRL: No. It's four five double six one.

MAN: OK. Well, have a great time. And don't be late. Nine, remember!

[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]

WOMAN: Right, let's do some colouring now.

BOY: OK. It's a great picture. Can I colour the snake, the one in the tree?

WOMAN: Of course you can. Which colour shall

we use?
 BOY: How about blue?
 WOMAN: Great!
 [pause]
 Can you see the blue snake? This is an example. Now you listen and colour and draw and write.

[The recording is repeated.]

[pause]

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

[pause]

1

BOY: The river looks dangerous! Where are the children going, do you think?
 WOMAN: I don't know. Perhaps they're going fishing. Would you like to colour the flag?
 BOY: The one in the river?
 WOMAN: Not that one. The one on the boat.
 BOY: OK. I'll do it red, shall I?
 WOMAN: Yes.

[pause]

2

BOY: And can I draw something, too?
 WOMAN: Yes. Draw a fish in the water. Put it at the front of the picture, behind the frog.
 BOY: OK.
 WOMAN: And then colour it yellow.
 BOY: All right.

[pause]

3

BOY: The children are camping. I can see their tents. Can I colour them, too?
 WOMAN: Yes, but just colour one. The bigger one. How about grey?
 BOY: I don't like that colour. Can I do it orange? That's my favourite.
 WOMAN: Yes, if you like.

[pause]

4

WOMAN: Can you write something in the picture now?
 BOY: OK. What shall I write?
 WOMAN: Let's give the boat in the river a name. Write 'Storm' on it.
 BOY: That's a strange name!
 WOMAN: I know, but I like it.

[pause]

5

WOMAN: Now, the last thing to colour. You choose!
 BOY: Can I colour the butterfly? The one next to the spider?
 WOMAN: Of course you can. Colour it purple, please.
 BOY: All right. Now it looks great!

[pause]

Now listen to Part 5 again.

Reading and Writing

Part 1 (10 marks)

- | | | |
|-------------|----------------|-----------|
| 1 a stamp | 2 wood | 3 a train |
| 4 a ruler | 5 a bicycle | 6 gold |
| 7 soap | 8 an ambulance | |
| 9 postcards | 10 glass | |

Part 2 (7 marks)

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

Part 3 (5 marks)

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

Part 4 (6 marks)

- | | | | |
|----------|--------------------------|-------|---------|
| 1 store | 2 bowl | 3 cut | 4 ready |
| 5 hungry | 6 Mr Brown eats too much | | |

Part 5 (7 marks)

- | | |
|--|--------------------------|
| 1 midnight/12/twelve (o'clock) (am) | 2 animals |
| 3 the living room | 4 fruit (and) vegetables |
| 5 at home/(at home) with Katy/his sister | |
| 6 David play with Katy | 7 (very) tired |

Part 6 (10 marks)

- | | | | |
|-----------|-----------|----------|---------|
| 1 for | 2 have | 3 to | 4 There |
| 5 doesn't | 6 biggest | 7 called | 8 who |
| 9 forget | 10 than | | |

Part 7 (5 marks)

- | | | |
|---------------------|--------|---------|
| 1 top | 2 to | 3 going |
| 4 evening/afternoon | 5 were | |

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*). Examiner: Hello *. My name's Jane/Ms Smith. What's your surname? How old are you,*?	Hello. Fernandez eleven	What's your family name? Are you ten?
1	Shows candidate both Find the difference pictures. Points to the parrots in each one. Describes things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, there are three parrots in my picture, but in your picture there are five. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, a girl is running down the stairs. In my picture, there's a banana tree. In my picture, the clock is on the left. In my picture, the man with a purple jacket has got a rucksack. In my picture, the tables are round. In my picture, there are some glasses on the tables.	In my picture, she's running up the stairs. In my picture, there's an orange tree. In my picture, the clock is on the right. In my picture, the man has got a suitcase. In my picture, the tables are square. In my picture, there aren't any glasses on the tables.	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. Is the girl running down the stairs? Is there a banana tree? Is the clock on the left? Has the man got a rucksack? Are the tables round? Are there any glasses on the tables?
2	Shows candidate both computer information pages. Then points to candidate's information page. Points to the computer on the left on candidate's page. Asks the questions. Points to the computer on the right on candidate's page.	This is David and Betty. They have got computers. I don't know anything about David's computer, but you do. So I'm going to ask you some questions. How old is David's computer? When does he use his computer? Does he like computer games? Where is his computer? Who gave him his computer? Now you don't know anything about Betty's computer, so you ask me some questions.	(It's) 2 years old. (at) weekends Yes, space games. (It's in) the living room. (his) grandmother	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:
	Responds using information on examiner's page.	It's in her bedroom. It's 6 months old. Uncle Harry after school Yes, monster games.	<i>Where is Betty's computer?</i> <i>How old is Betty's computer?</i> <i>Who gave Betty her computer?</i> <i>When does she use her computer?</i> <i>Does she like computer games?</i>	Point at information cues if necessary.
3	Shows candidate Tell the story card. Allows time to look at the pictures.	These pictures tell a story. It's called 'Robert helps a man'. Just look at the pictures first. Robert has got a new bicycle. He's very happy because he likes riding in the countryside. It's a cold day so he is wearing a long scarf. Now you tell the story.	<i>Robert's riding his bike by the river. He can see a boat. A man's sleeping in the boat. It's dangerous because the boat's near a waterfall.</i> <i>Robert's shouting. The man has woken up.</i> <i>Robert's throwing him his scarf.</i> <i>Robert is pulling the boat with his scarf.</i> <i>Now the boat's on the grass. The man's very happy. He's saying 'Thank you' to Robert.</i>	1. Point at the pictures. 2. Ask questions about the pictures. Where is Robert? Who can Robert see? Is it dangerous? Why? Is the man still sleeping? What is Robert doing? How is Robert pulling the boat? Where's the boat now? What is the man saying to Robert?
4	Puts the pictures away and turns to the candidate.	Now, let's talk about your school. What's your favourite lesson? Who is your best friend at school? What sports can you play at school? What time do lessons start? Tell me about your teacher.	<i>English</i> <i>Mario</i> <i>football</i> <i>8 o'clock</i> <i>Her name's Miss Brown.</i> <i>She's tall.</i> <i>She's very kind.</i>	Do you like <i>English</i> ? What is your best friend's name? Can you play <i>football</i> ? Do lessons start at <i>8 o'clock</i> ? What's your teacher's name? Is she/he <i>short</i> or <i>tall</i> ? Is she/he <i>kind</i> ?
		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 David and the boy standing, throwing bread to the swans
- 2 May and the girl sitting next to a boy, holding her stomach
- 3 Richard and the boy holding a flag, a rucksack on his back
- 4 Harry and the boy wearing the red shirt, writing a postcard
- 5 Emma and the girl putting picnic things onto the blanket

Part 2 (5 marks)

- 1 half past three/3.30
- 2 12/twelve
- 3 green
- 4 garden
- 5 ((some) new) gloves

Part 3 (5 marks)

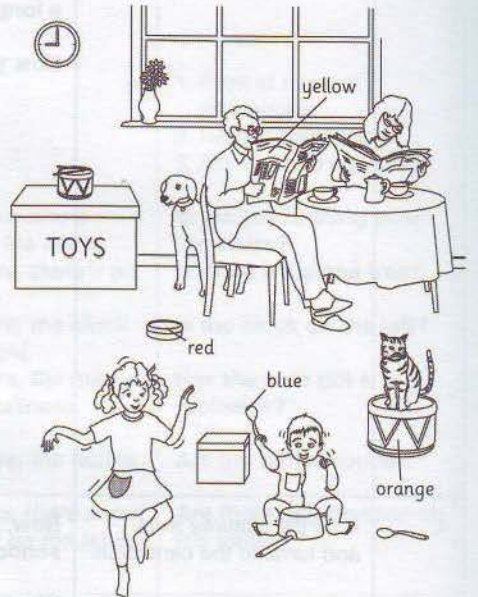
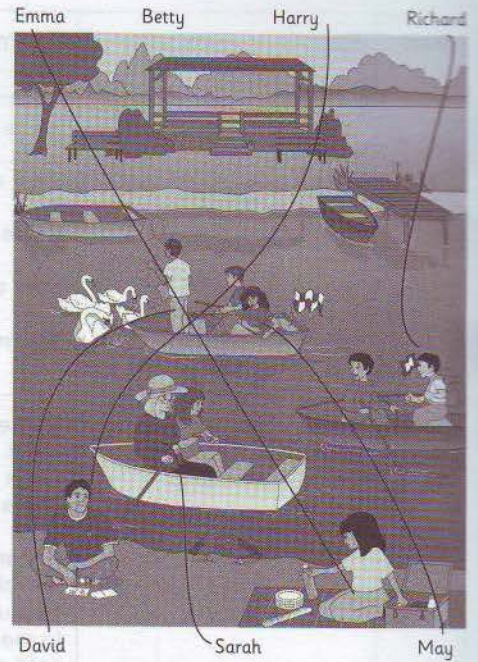
- 1 Sandwiches – C – under book
- 2 Glue – H – in bin
- 3 Scissors – D – in envelope
- 4 Exam questions – B – under magazines
- 5 Medicine – E – in cupboard

Part 4 (5 marks)

- 1 C
- 2 B
- 3 A
- 4 A
- 5 B

Part 5 (5 marks)

- 1 Colour the spoon in the baby's hand – blue
- 2 Draw a red bowl in front of the dog
- 3 Colour the man's newspaper – yellow
- 4 Write 'TOYS' on the big box
- 5 Colour the drum on the floor – orange



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

Part 1 Listen and look. There is one example.

[pause]

MAN: This is a good photo. Did you take it?
 GIRL: Yes, I did. It's a picture of my school friends on the river in London. We had an excellent day.
 MAN: Is that woman in the boat your teacher?
 The one who's wearing a hat.
 GIRL: Yes. Her name's Sarah.

[pause]

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

[pause]

1

MAN: Look at the swans! Aren't they lovely?
 And that's your friend, David, isn't it?
 GIRL: Yes. He's giving them some bread.
 MAN: He didn't fall in the river, did he? It's dangerous to stand up in a boat.
 GIRL: No.

[pause]

2

GIRL: And can you see May?
 MAN: Is she the girl next to your teacher?
 GIRL: No. She's in the other boat, sitting next to the boy.
 MAN: Oh, I see her. Why does she look so unhappy?
 GIRL: She had a stomach ache because she ate too much ice cream.

[pause]

3

MAN: And who's that?
 GIRL: The boy with the flag in his hand? That's Richard.
 MAN: Oh, has he got a rucksack on his back, too?
 GIRL: That's right.

[pause]

4

GIRL: And that's Harry. He's writing a postcard. It's easy to see him.
 MAN: Why?
 GIRL: Because he always wears that red football shirt.
 MAN: Every day?
 GIRL: His mum washes it sometimes, I think!

[pause]

5

GIRL: And look, there's Emma.
 MAN: Where?
 GIRL: Sitting on the grass. She's putting the picnic things on the blanket.
 MAN: Oh, yes. Was the picnic the best part?
 GIRL: No. We all enjoyed everything!

[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]

BOY: Mum, can we have a party for Dad's birthday?
 WOMAN: Oh, yes ... that will be nice.
 BOY: But it must be a secret.
 WOMAN: All right. But when shall we have it? It's his birthday on Tuesday, but that isn't a good day for a party.
 BOY: How about Sunday?
 WOMAN: OK.

[pause]

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

[pause]

BOY: We can have the party in the evening.
 WOMAN: The afternoon will be better, Peter, because you have to go to school on Monday.
 BOY: All right. What time can we have the party, then?
 WOMAN: Half past three, I think.
 BOY: OK. How many people can come? Twenty?

WOMAN: Not that many. Just the family and a few of Dad's friends. I'll make enough food for twelve people.

BOY: Can you make a big, square cake? And it must be green. That's Dad's favourite.

WOMAN: I'll try! But you must help me, too. There will be a lot of things to do.

BOY: OK. Give me something to do now. Shall I tidy the dining room?

WOMAN: No. You don't need to do that, because we can eat outside in this lovely weather. So can you please tidy the garden?

BOY: That sounds boring!

WOMAN: I know. But we want everything to look nice, don't we?

BOY: Yes, you're right. What present shall I get him?

WOMAN: How about some new gloves? He needs some for his golf and he's lost his old ones.

BOY: But that will be expensive ...

WOMAN: Well, I'll give you some money. But you must cut the grass first!

BOY: OK.

[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]

Lucy's dad had problems on the first day in his new office. Where were all his things?

[pause]

GIRL: How was your day at college today, Dad?
 MAN: Oh, I had so much to do, Lucy. I had to move all my things to my new office and everything was in the wrong place. I needed my phone to speak to one of the teachers and I looked everywhere for it.
 GIRL: Where was it?
 MAN: I found it under my chair!

[pause]

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

[pause]

MAN: I couldn't find my sandwiches, because someone put a heavy book on top of them.
 GIRL: Oh dear!
 MAN: Yes ... I didn't want to eat them after that so I had a pizza in the college café for my lunch.

[pause]

GIRL: What other problems did you have?
 MAN: Well, some students came in and asked me for some glue, but I couldn't find it in my desk. I found it later in my bin with some other things.

GIRL: That was good!

[pause]

MAN: I needed my scissors to cut some paper for a lesson in the afternoon, but I lost them too. Then someone found them in a big brown envelope with my address on it. Oh, what a day!

GIRL: It sounds terrible!

[pause]

MAN: And guess what?

GIRL: What?

MAN: I lost all the examination questions too! One of the teachers came in and asked me for them. I must be more careful in the future because they're very important. They were under some magazines!

GIRL: Dad!

[pause]

MAN: By four o'clock, I had a bad headache.

GIRL: I'm not surprised!

MAN: I went to get some medicine, but it wasn't in its place on the shelf. Then I found some in the cupboard with the tea and coffee. I took some and then left early and went swimming. I felt better after that.

GIRL: Good. It's always difficult to find things in a new room. Now where's my pen?

[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 are they going to go to the airport?

[pause]

BOY: Is Dad going to take us in the car to the airport tomorrow, Mum?

WOMAN: It's expensive to leave the car there. We'll go in a taxi.

BOY: That's a lot of money, too. Can't we go on the bus?

WOMAN: No, we have too much to carry.

[pause]

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

[pause]

1 How many suitcases will they take?

BOY: Are we going to take all the suitcases?

WOMAN: No. I don't want to take the big green one. It's too heavy. You and I will have one each, and Dad will take two.

BOY: So that's four?

WOMAN: No, five! Don't forget your brother's suitcase!

[pause]

2 What time does the plane leave?

BOY: And when does the plane leave? Did you say half past twelve?

WOMAN: Oh, you ask so many questions, Paul. No, a quarter past.

BOY: And we have to be there one hour before that, at eleven fifteen?

WOMAN: That's right.

[pause]

3 Where will the family have lunch?

BOY: Will they give us some lunch on the plane, Mum?

WOMAN: They don't have lunches on this plane. We'll take some sandwiches and eat them at the airport.

BOY: Can't we have lunch at the hotel?

WOMAN: You'll be hungry before that.

[pause]

4 What must Mum remember to put in her bag?

BOY: And have you got the dictionary? And all the money we need?

WOMAN: Yes. Everything is ready, Paul.

BOY: How about the torch? We might need that at night. There might be snakes or spiders there!

WOMAN: Oh ... I forgot that. I must remember to put one in my bag.

[pause]

5 What will Paul wear tomorrow?

WOMAN: So, Paul, are you all ready? How about your clothes? Are they all in your bag?

BOY: Yes, but not my jeans and best sweater. I'm going to wear them tomorrow.

WOMAN: You'll be too hot in those. Wear your new shorts and T-shirt!

BOY: But they're at the bottom of my bag! Oh, all right. I'll get them. I can't wait to leave.

[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: Hello, Sally. Would you like to colour some of this picture now?
 GIRL: Yes. Is this little girl dancing?
 MAN: That's right.
 GIRL: What shall I do first?
 MAN: How about her pocket? Colour it pink.
 GIRL: That's a nice colour! OK.

[pause]

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

[pause]

1

GIRL: The baby looks happy. He's laughing at his sister.
 MAN: You're right. Can you see his spoon?
 GIRL: The one on the floor?
 MAN: No, the one in his hand. Colour it blue.
 GIRL: All right.

[pause]

2

GIRL: And can I draw something, too?
 MAN: Yes. Can you see the dog behind the father's chair?
 GIRL: Mmm. I can just see his face.
 MAN: Well, draw a bowl in front of him.
 GIRL: For his dinner?
 MAN: That's right. Then colour it red.
 GIRL: OK.

[pause]

3

GIRL: Their dad is reading. Can I colour his newspaper?
 MAN: What colour will be best, do you think? Grey?
 GIRL: No. I prefer yellow. That's my favourite colour. Is that OK?
 MAN: Yes. That's fine.
 GIRL: Good.

[pause]

4

MAN: Now, can you write something, please?
 GIRL: All right. I'm ready. What do you want me to write?
 MAN: Can you see the big box by the wall?
 GIRL: Yes.
 MAN: Please write 'toys' on it.
 GIRL: That's easy. OK.

[pause]

5

GIRL: Can I use orange? I haven't used that colour yet.

MAN: Yes, of course you can. Can you see the drum on the floor? Colour that.

GIRL: The cat's sitting on it!
 MAN: That's right.
 GIRL: OK. And have we finished now?
 MAN: Yes, we have!
 GIRL: Good!

[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 chemist's | 2 wood | 3 a hospital |
| 4 an address | 5 a diary | 6 a year |
| 7 presents | 8 midday | 9 stamps |
| 10 glass | | |

Part 2 (7 marks)

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

Part 3 (5 marks)

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

Part 4 (6 marks)

- | | | |
|-----------|--------|-----------------|
| 1 afraid | 2 open | 3 torch |
| 4 stripes | 5 find | 6 David's hobby |

Part 5 (7 marks)

- | | |
|--------------------------------------|------------------------------------|
| 1 Harry's/the rabbit's cage/the cage | 2 carrots |
| 3 the playground | 4 find the rabbit/Harry (anywhere) |
| 5 teacher | 6 hop or jump (at all) |
| 7 six babies/six baby rabbits | |

Part 6 (10 marks)

- | | | |
|---------|-----------|---------|
| 1 are | 2 them | 3 other |
| 4 their | 5 looking | 6 but |
| 7 make | 8 about | 9 her |
| 10 when | | |

Part 7 (5 marks)

- | | | |
|-------------|-----------------------|---------------------------|
| 1 it | 2 of | 3 played/found/downloaded |
| 4 In/During | 5 saw/watched/enjoyed | |

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*). Examiner: Hello *. My name's Jane/Ms Smith. What's your surname? How old are you, *?	Hello. Fernandez eleven	What's your family name? Are you ten?
1	Shows candidate both Find the difference pictures. Points to the spoons on the table in each one. Describes things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, there are three spoons in my picture, but in your picture there are two. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, the girl is eating pizza. In my picture, the woman is standing next to the fridge. In my picture, it's half past nine. In my picture, the cupboard door is open. In my picture, there are three bottles on the shelf. In my picture, the woman's wearing black tights.	In my picture, the girl's eating some cake. In my picture, the woman's standing next to the cooker. In my picture, it's quarter past ten. In my picture, the cupboard door is closed. In my picture, the bottles are on the floor. In my picture, the woman's wearing green tights.	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. What's the girl eating? Is the woman standing next to the fridge? What's the time? Is the cupboard door open? Where are the bottles? What colour are the woman's tights?
2	Shows candidate both book information pages. Then points to candidate's information page. Points to the book on the left on candidate's page. Asks the questions. Points to the book on the candidate's page.	Emma and David like reading. I don't know anything about Emma's book, but you do. So I'm going to ask you some questions. What's the name of Emma's favourite book? Why does she like it? Who gave it to her? How many pages has it got? Where does she read it? Now you don't know anything about David's favourite book, so you ask me some questions.	The Chocolate Mouse It's about animals. (her) grandfather (It's got) 54 (pages). (in her) bedroom	Point at the 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:
	Responds using information on examiner's page.	The Silver Planet 120 his aunt in the garden It's about space.	<i>What's the name of David's favourite book?</i> <i>How many pages has it got?</i> <i>Who gave it to him?</i> <i>Where does he read it?</i> <i>Why does he like it?</i>	Point at information cues if necessary.
3	Shows candidate Tell the story card. Allows time to look at the pictures.	These pictures tell a story. It's called 'John wants to see a film'. Just look at the pictures first. John's father is taking him to the city for the day. They are going by train. John wants to see a film, but his father wants to go to a museum. Now you tell the story.	<i>Now they are in the city. John's father is walking to the museum. John is saying "I want to go to the cinema."</i> <i>John and his father are going into the museum. John can see a very big dinosaur.</i> <i>John is watching a film about dinosaurs. Some children are climbing on a big dinosaur.</i> <i>John is very happy now because his father has bought him a toy dinosaur and a book about dinosaurs. He has had a good day.</i>	1. Point at the pictures. 2. Ask questions about the pictures. Where are they now? Where is John's father going? Where does John want to go? Where are they now? What can they see? What is John watching? Where are the children climbing? What has John's father given to him? How is John feeling?
4	Puts the pictures away and turns to the candidate.	Now let's talk about shopping. When do you go shopping? Who do you go shopping with? Which shops <i>don't</i> you like? What would you like to buy next weekend? Tell me about your favourite shop.	<i>On Saturday**</i> <i>my mum</i> <i>supermarkets</i> <i>a CD player</i> <i>It's a clothes shop.</i> <i>It's very big.</i> <i>It sells nice clothes.</i>	Do you go shopping on <i>Saturday**</i> ? Do you go with <i>your mum</i> ? Do you like <i>supermarkets</i> ? Would you like to buy a <i>CD player</i> ? Which shop do you like best? Is it a <i>big</i> shop? What does it sell?
		OK, thank you*. Goodbye.	Goodbye.	

** or substitute another day that is appropriate to your country.

* 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:

- useful words and expressions
- adjectives
- determiners
- adverbs
- prepositions
- conjunctions
- pronouns
- verbs
- modals
- question words
- names

s – first appears at *Starters*

m – first appears at *Movers*

f – first appears at *Flyers*

ANIMALS

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

THE BODY & THE FACE

<i>s</i> arm	<i>m</i> straight
<i>m</i> back	<i>m</i> tooth/teeth
<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	

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

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 grandmother
 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
 s 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 & 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
 m 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
 m 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 jump
s kick (n & v)
s kite
s listen (to)
f magazine
m movie
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
m 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 week
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
- s 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
m thin
m third
m thirsty
f tidy
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
s 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
m 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
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
m 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
m 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

CAMBRIDGE

Flyers

5

Examination Papers from University of Cambridge ESOL Examinations

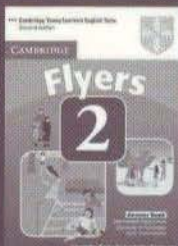
Cambridge University Press is the only official publisher of Young Learners past papers from Cambridge ESOL – an essential part of any preparation course for the Young Learners English Tests.

Cambridge Young Learners English Tests are designed to evaluate the English level of primary learners aged 7 to 12 – and make testing fun. They consist of three key levels of assessment: Starters, Movers and Flyers.

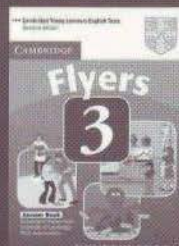
This edition for the updated 2007 test, contains three Starters papers from University of Cambridge ESOL Examinations. These colourful test papers contain engaging activities and attractive illustrations to motivate young learners at this level. They also provide an excellent opportunity for children, parents and teachers alike to familiarise themselves with the format of the test.

The cassette and CD contains the recorded material for the Listening test. The Answer Booklet includes tapescripts, answers and examples of the type of interchange to expect in the Speaking test.

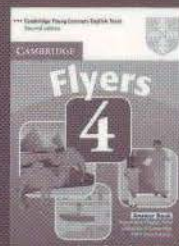
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