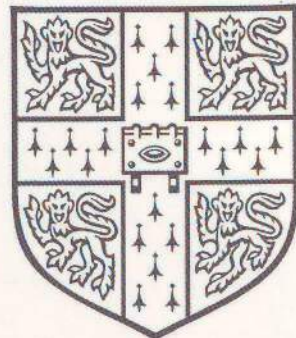


••• Cambridge Young Learners English Tests  
Second edition



CAMBRIDGE

# Movers

# 1



## Answer Booklet

Examination Papers from  
University of Cambridge  
ESOL Examinations

Cambridge Books for Cambridge Exams •••

Cambridge Young Learners  
English Tests

Cambridge  
Movers 1  
Answer Booklet

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



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## Reading and Writing

Further information on the Cambridge Young Learners English Tests can be found in the Introduction. The tests are designed to assess the English language skills of young learners. The tests are divided into two parts: Reading and Writing. The Reading test assesses the candidate's ability to understand and respond to written texts. The Writing test assesses the candidate's ability to produce written texts. The tests are designed to be fun and engaging for young learners. For more information, please visit the website: [www.cambridge.org/younglearners](http://www.cambridge.org/younglearners).

# 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*.

*Movers* is the second 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 an hour and has the following components: Listening, Reading and Writing, and Speaking.

	length	number of parts	number of items
<b>Listening</b>	approx. 25 minutes	5	25
<b>Reading and Writing</b>	30 minutes	6	40
<b>Speaking</b>	approx. 5–7 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	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		pictures, days of the week and dialogue	draw lines from days of week to correct pictures	5
4		3-option multiple-choice pictures and dialogues	tick boxes next to correct picture	5
5		picture and dialogue	carry out instructions to colour and draw or 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 6 parts, each starting with a clear example.

part	main skill focus	input	expected response/item type	number of items
1	reading short definitions and matching to words writing words	labelled pictures and definitions	copying the correct words next to the definitions	6
2	reading sentences and writing 'yes' or 'no' as appropriate	picture and sentences	write 'yes'/'no'	6
3	reading a dialogue and choosing the correct responses	short dialogue with multiple-choice responses	choose correct response by circling a letter	6
4	reading for specific information and gist copying words	cloze text, words and pictures	choose and copy missing words correctly; tick a box to choose the best title for the story	7
5	reading a story and completing sentences about the story	story, pictures and gapped sentences	complete sentences about the story by writing 1, 2 or 3 words	10
6	reading and understanding a 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	5

## Speaking

In the Speaking test, the candidate speaks with 1 examiner for about 6 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 an appropriate response and pronunciation.

part	main skill focus	input	expected response
1	describing two pictures by using short responses	two similar pictures	identify four differences between pictures
2	understanding the beginning of a story and then continuing it based on a series of pictures	picture sequence	describe each picture in turn
3	suggesting a picture which is different and explaining why	picture sets	identify the odd one out and give reason
4	understanding and responding to personal questions	open-ended questions	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](mailto:ESOLHelpdesk@CambridgeESOL.org)  
[www.CambridgeESOL.org](http://www.CambridgeESOL.org)

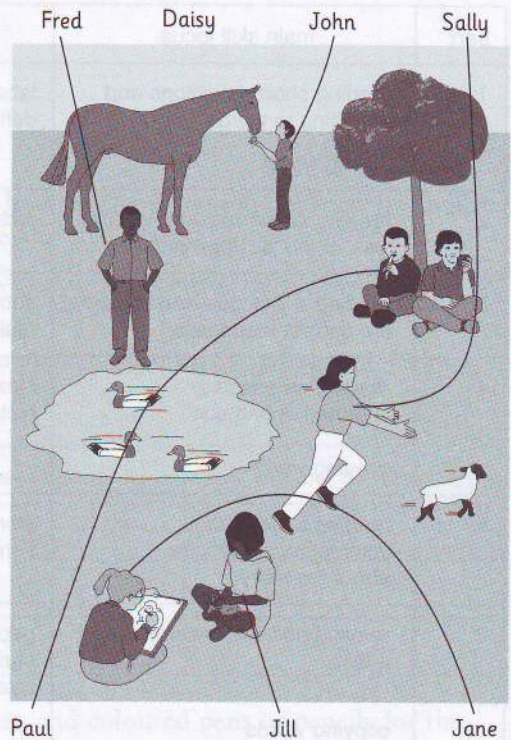
# Test 1 Answers

## Listening

### Part 1 (5 marks)

Lines should be drawn between:

- 1 Paul and the boy under the tree eating a banana
- 2 John and the boy giving an apple to the horse
- 3 Jill and the girl holding a rabbit
- 4 Sally and the girl chasing the sheep
- 5 Jane and the girl drawing



### Part 2 (5 marks)

- 1 Main    2 4b    3 hockey    4 comics    5 snake

### Part 3 (5 marks)

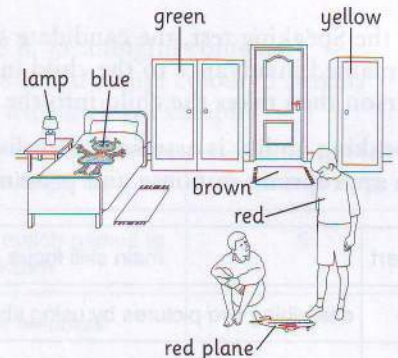
- Saturday    Monday  
Thursday    Sunday  
Tuesday    Wednesday

### Part 4 (5 marks)

- 1 A    2 C    3 C    4 B    5 C

### Part 5 (5 marks)

- 1 Colour the big cupboard – green, the small cupboard – yellow
- 2 Draw a lamp on the table by the bed
- 3 Colour the T-shirt of the boy standing up – red
- 4 Colour the mat in front of the door – brown
- 5 Draw a red toy plane between the boys



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

**Part 1** Look at Part 1. Look at the picture. Listen and look. There is one example.

[pause]

- MAN: Hello, is Fred at the farm today?  
WOMAN: Yes, I think he's looking at the ducks.  
MAN: Is he wearing blue trousers?  
WOMAN: Yes, that's Fred.  
MAN: That's good. He loves ducks.

[pause]

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

[pause]

1

- MAN: Where's Paul?  
WOMAN: He's sitting under the tree with his friend.  
MAN: There are two boys under the tree. Which one is Paul?  
WOMAN: He's eating a banana.  
MAN: Oh yes! I can see him now.

[pause]

2

- MAN: I'm looking for John. Can you see him?  
WOMAN: What's he wearing today?  
MAN: A green T-shirt, I think.  
WOMAN: Oh yes. He's giving an apple to the horse.

[pause]

3

MAN: Look at Jill.  
 WOMAN: I can't see her. Where is she?  
 MAN: She's sitting with her friend.  
 WOMAN: Has she got a rabbit?  
 MAN: Yes and it's very beautiful.

[pause]

4

WOMAN: Can you see Sally?  
 MAN: Yes I can. She's running.  
 WOMAN: Where? I can't see her.  
 MAN: She's running after that sheep.  
 WOMAN: Oh yes, but she can't catch it!

[pause]

5

WOMAN: Is that Jane sitting on the grass?  
 MAN: With blonde hair?  
 WOMAN: What's she doing?  
 MAN: She's trying to draw a picture.  
 WOMAN: Oh, she's drawing very carefully.

[pause]

*Now listen to Part 1 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 1.*

[pause]

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

[pause]

MAN: Hello Jill. Can I ask you some questions?  
 GIRL: OK.  
 MAN: What's your family name?  
 GIRL: My family name's Walker.  
 MAN: Jill Walker. Can you spell that?  
 GIRL: W-A-L-K-E-R.  
 MAN: Thank you.

[pause]

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

[pause]

1

MAN: Where do you live Jill?  
 GIRL: I live at 7 Main Street.  
 MAN: Can you spell that please?  
 GIRL: Yes M-A-I-N.

[pause]

2

MAN: Do you like school Jill?  
 GIRL: Yes, I do.  
 MAN: Which class are you in?  
 GIRL: I'm in 4b. I've got a lot of friends in the class.  
 MAN: 4b.

[pause]

3

MAN: And what about sports?  
 GIRL: Oh I love swimming, hockey and basketball.  
 MAN: Which is your favourite sport?  
 GIRL: I love hockey best.  
 MAN: Hockey's a good game.

[pause]

4

MAN: What do you do at the weekends?  
 GIRL: I have a lot of hobbies. But I like reading best.  
 MAN: Do you like reading books or comics?  
 GIRL: Mmmm ... that's difficult. I think comics are my favourite.

[pause]

5

MAN: Have you got any pets?  
 GIRL: Yes, I have. I love animals.  
 MAN: What kind of pet have you got?  
 GIRL: I've got a snake. He's very beautiful.  
 MAN: A snake! That's a good pet.

[pause]

*Now listen to Part 2 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 2.*

[pause]

**Part 3** *Look at the pictures. What did Jane do last week? Listen and look. There is one example.*

[pause]

MAN: Hello, Jane?  
 GIRL: Hello, Uncle Tony.  
 MAN: What did you do last week? Tell me.  
 GIRL: Well, on Thursday, I went to my friend's birthday party.  
 MAN: On Thursday?  
 GIRL: Yes. She had a great cake!

[pause]

*Can you see the line from the word Thursday? On Thursday, Jane went to her friend's birthday party. Now you listen and draw lines.*

[pause]



1

MAN: What did you do on Tuesday?  
 GIRL: On Tuesday, I was at home. I did my homework  
 MAN: Was it difficult?  
 GIRL: No, it was easy. I had to write a story.

[pause]

2

MAN: What about Saturday? What did you do then?  
 GIRL: I watched a soccer game.  
 MAN: Did you go with your friends?  
 GIRL: No, I went there with my dad.  
 MAN: Was it a good game?  
 GIRL: Oh yes! It was very exciting.

[pause]

3

MAN: And did you go for a walk with the dog on Monday? It was a sunny day ...  
 GIRL: No, I sat inside all day. I had a bad cold.  
 MAN: Oh dear! I didn't know that.  
 GIRL: I read my new book. Mum gave it to me on my birthday.

[pause]

4

MAN: What about Sunday?  
 GIRL: Erm ... Dad drove us to the countryside that day.  
 MAN: What did you do there?  
 GIRL: We went for a walk near a waterfall.  
 MAN: Great! Did you take any photos?  
 GIRL: No.

[pause]

5

MAN: And what did you do on Wednesday?  
 GIRL: We all went to the park.  
 MAN: To watch another soccer game?  
 GIRL: No. We played with our ball.  
 MAN: And did you take the dog with you?  
 GIRL: Oh yes!

[pause]

*Now listen to Part 3 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 3.*

[pause]

**Part 4** *Look at the pictures. Listen and look. There is one example.*

[pause]

*What is Jill wearing?*

[pause]

GIRL: Look Mum, can you see my friend Jill?  
 WOMAN: No, I can't. What's she wearing? Red trousers?  
 GIRL: No. She's got a new dress.  
 WOMAN: Is it blue?  
 GIRL: No, it's yellow.

[pause]

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

[pause]

*1 What does Daisy want for supper?*

GIRL: I'm hungry Mum.  
 WOMAN: What would you like for supper Daisy, a burger?  
 GIRL: No, I had a burger at school today. Can I have some pasta?  
 WOMAN: Yes, with some juice and bread?  
 GIRL: I'm thirsty but I don't want any bread.

[pause]

*2 What did Sally get for her birthday?*

GIRL: It was Sally's birthday last week.  
 WOMAN: Oh, what did her parents give her?  
 GIRL: I don't know.  
 WOMAN: She wanted a guitar or a computer.  
 GIRL: Well they didn't give her those. Oh yes, I know. They gave her a new camera.  
 WOMAN: She'll like that. She loves taking photos.

[pause]

*3 Where did Peter go at the weekend?*

WOMAN: Where did your friend Peter go at the weekend?  
 GIRL: Well, he wanted to go and watch a basketball game.  
 WOMAN: So did he go?  
 GIRL: No, he couldn't. His mum wanted to go to the mountains for the weekend and his dad wanted to go to the sea.  
 WOMAN: Did he go to the sea then?  
 GIRL: No, his dad had to work but he went with his mum to the mountains.

[pause]

*4 What was the matter with Mary?*

GIRL: Mary couldn't come to school today.  
 WOMAN: What was the matter with her? Did she have a stomach ache?  
 GIRL: No, she had a temperature.  
 WOMAN: Was she in bed?  
 GIRL: No, she sat on the sofa in the living room.

[pause]

*5 What fruit has Fred got in his garden?*

GIRL: Mum, Fred's parents have got a new house in the country. It's very big.

WOMAN: That's good. Has it got a garden?  
 GIRL: Yes, it has, and there's a lot of fruit.  
 WOMAN: Oh. Does it have coconuts or bananas?  
 GIRL: No, but it's got a lot of pineapples.

[pause]

Now listen to Part 4 again.

[The recording is repeated.]

[pause]

That is the end of Part 4.

[pause]

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

[pause]

WOMAN: Can you see the monster on the bed?  
 BOY: Yes I can.  
 WOMAN: Well, colour the monster blue.

[pause]

Can you see the blue monster? This is an example. Now you listen and colour and draw.

[pause]

1

WOMAN: There are two cupboards in the room.  
 Can you see them?  
 BOY: Yes, a big one and a smaller one.  
 WOMAN: I want you to colour them.  
 BOY: What colour?  
 WOMAN: Colour the big cupboard green and the smaller one yellow.  
 BOY: OK.

[pause]

2

WOMAN: Now I want you to draw something.  
 BOY: Good. What shall I draw?  
 WOMAN: Draw a lamp.  
 BOY: Where?  
 WOMAN: On the small table next to the bed.  
 BOY: OK.

[pause]

3

WOMAN: Now you can colour again.  
 BOY: Good.  
 WOMAN: Can you see the two boys?  
 BOY: Yes, I can see them.  
 WOMAN: Colour the boy who's standing.  
 BOY: Shall I colour his trousers?  
 WOMAN: No, colour his T-shirt red.  
 BOY: OK, his T-shirt.

[pause]

4

WOMAN: Do you want to colour again?  
 BOY: Yes please.  
 WOMAN: OK. You can colour the mat on the floor.  
 BOY: Which mat? There are two.  
 WOMAN: Colour the one in front of the door.  
 BOY: What colour?  
 WOMAN: Brown.  
 BOY: OK.

[pause]

5

WOMAN: And now you can draw again.  
 BOY: Good. What shall I draw?  
 WOMAN: The boys need something to play with.  
 BOY: Shall I draw a car or a plane?  
 WOMAN: A plane, that's good.  
 BOY: Where?  
 WOMAN: Draw a plane between the boys and then colour it red.

[pause]

Now listen to Part 5 again.

[The recording is repeated.]

[pause]

That is the end of the Movers Practice Listening Test 1.

## Reading and Writing

### Part 1 (6 marks)

1 (a) map    2 (a) playground    3 (a) library  
 4 blankets    5 towels    6 homework

### Part 2 (6 marks)

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

### Part 3 (6 marks)

1 A    2 C    3 B    4 A    5 B    6 B

### Part 4 (7 marks)

1 bought    2 pirate    3 sailed    4 beach  
 5 treasure    6 look    7 An afternoon with Dad

### Part 5 (10 marks)

1 bag    2 supermarket    3 boring  
 4 Jane's mother/mum    5 the/some pasta  
 6 bottle of lemonade    7 to cry/crying  
 8 (pink) ice cream    9 walk    10 Jane's dad/father

### Part 6 (5 marks)

1 and    2 than    3 sometimes    4 with    5 in

## Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: <b>Hello. This is (child's name*).</b>  Examiner: <b>Hello, *. My name's Jane/Ms Smith.</b>  How old are you, *?	<b>Hello.</b>  <b>eight.</b>	<b>Are you eight/nine?</b>
1	Points to <b>Find the difference</b> card.	<b>Look at these pictures. They look the same, but some things are different. There is a pirate on this island, but there is a monster on this island.</b>  <b>What other different things can you see?</b>	Describes four other differences: <ul style="list-style-type: none"> <li>• red boat/blue boat</li> <li>• one tree/two trees</li> <li>• monkey under/in tree</li> <li>• it's raining/a sunny day</li> </ul>	Point to other differences the candidate does not mention.  Give first half of response: <b>This boat is red but ...</b>
2	Points to <b>Story</b> card.	<b>Now look at these pictures. They show a story. It's called 'The old lady and the cat'. Just look at the pictures first. (Pause). Look at the first one.</b>  <b>A cat and an old woman are sleeping in the garden.</b>  <b>Now you tell the story.</b> (pointing at the other pictures)	(Many variations possible)  <b>The cat's afraid. It's climbing the tree. Now the cat can't climb down. The old woman can't help it. She's phoning. The man in the helicopter is helping the cat. The old woman is very happy.</b>	Questions to prompt other parts of the story:  <b>What is the cat doing? Why?</b> <b>What can't the cat do now?</b> <b>What is the old woman doing?</b> <b>What is the man in the helicopter doing? Is the old woman happy?</b>

\*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	Points to <b>Find the different ones</b> card.  Points to the second, third and fourth sets of pictures in turn.	<b>Now look at these four pictures. This one is different. A banana, an orange and a pineapple are all fruit. This isn't a fruit. It's a cake.</b>  <b>Now you tell me about these pictures. Which one is different? (Why?)</b>	Candidate suggests a difference (any plausible difference is acceptable).	Set 1 (pointing at steak, burger and chicken) <b>Are these meat? And</b> (pointing at ice cream) <b>what about this?</b> Set 2 <b>What do you do with these? And this?</b> Set 3 <b>Where do these animals live? And this?</b>
4	Puts away all pictures.	<b>Now let's talk about your hobbies.</b>  <b>What sports do you like?</b>  <b>When do you play football?</b>  <b>What do you like doing at home?</b>  <b>Tell me about the weekends.</b>	<i>football</i>  <i>Saturday</i>  <i>watching TV</i>  <i>I play with my friends and go to the cinema.</i>	<b>Do you like football?</b>  <b>Do you play on Saturday?</b>  <b>Do you like watching TV?</b>  <b>Do you play with your friends?</b>
		<b>OK, thank you, *. Goodbye.</b>	<b>Goodbye.</b>	

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

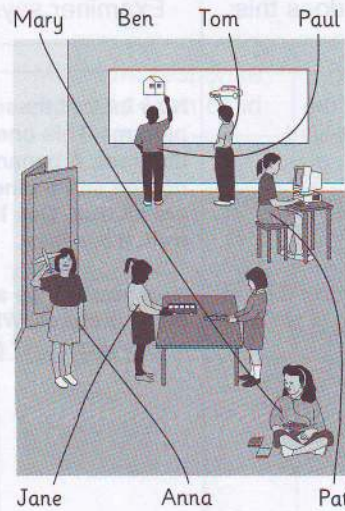
# Test 2 Answers

## Listening

### Part 1 (5 marks)

Lines should be drawn between:

- 1 Tom and the boy drawing a car on the board
- 2 Jane and the girl playing with a toy bus
- 3 Paul and the boy drawing a house on the board
- 4 Anna and the girl holding a toy plane
- 5 Pat and the girl sitting in front of the computer



### Part 2 (5 marks)

- 1 9 2 blonde 3 blue 4 3 5 4

### Part 3 (5 marks)

Thursday Wednesday

Saturday Sunday

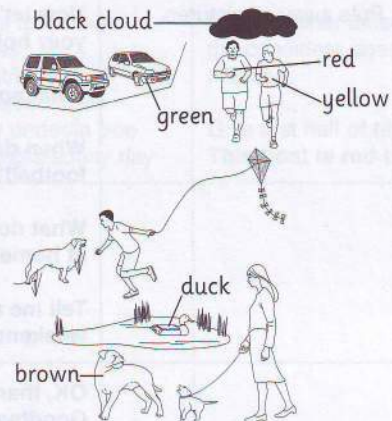
Friday Tuesday

### Part 4 (5 marks)

- 1 C 2 C 3 A 4 C 5 B

### Part 5 (5 marks)

- 1 Colour the fat man's T-shirt – red, and the thin man's T-shirt – yellow
- 2 Draw a duck swimming in the water
- 3 Colour the smaller car – green



- 4 Draw a big black cloud above the two men
- 5 Colour the biggest dog – brown

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

**Part 1** *Look at Part 1. Look at the picture. Listen and look. There is one example.*

[pause]

MAN: Hello, is Mary here?  
 WOMAN: Yes, she's listening to a CD.  
 MAN: Is she wearing a red skirt?  
 WOMAN: Yes, that's Mary. She loves music.

[pause]

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

[pause]

1

MAN: Where's Tom?  
 WOMAN: He's drawing a picture on the board.  
 MAN: There are two boys drawing. Which one is Tom?  
 WOMAN: He's drawing a car.  
 MAN: Oh yes! I can see him now.

[pause]

2

MAN: Where's Jane?  
 WOMAN: She's playing with a toy.  
 MAN: Is she playing with a toy plane?  
 WOMAN: No, she's playing with a bus.  
 MAN: Oh yes, I can see her.

[pause]

3

MAN: I'm looking for Paul. Can you see him?  
 WOMAN: What's he wearing today?  
 MAN: Black trousers, I think.  
 WOMAN: Oh yes, he's standing at the board.  
 MAN: I see. He's drawing a house.

[pause]

4

WOMAN: Look at Anna.  
 MAN: Where is she?  
 WOMAN: She's standing by the door.  
 MAN: Is she wearing a red T-shirt?  
 WOMAN: Yes, she is and she's got a toy plane.

[pause]

5

WOMAN: Can you see Pat?  
 MAN: Yes, I can. She's working.  
 WOMAN: What's she doing?  
 MAN: She's working at the computer.  
 WOMAN: Oh yes, she likes that.

[pause]

*Now listen to Part 1 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 1.*

[pause]

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

[pause]

MAN: Hello Mary. Can I ask you some questions?  
 GIRL: All right.  
 MAN: What's your family name?  
 GIRL: Do you mean Mary?  
 MAN: No, your second name?  
 GIRL: Oh that's Smith.  
 MAN: Is that S-M-I-T-H?  
 GIRL: Yes.

[pause]

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

[pause]

1

MAN: And how old are you Mary?  
 GIRL: I'm 9. It was my birthday last week.  
 MAN: Did you have a party?  
 GIRL: Yes, it was good.

[pause]

2

MAN: Now what about your hair?  
 GIRL: My hair?  
 MAN: Yes, what colour is it?  
 GIRL: It's blonde.

[pause]

3

MAN: And what about your eyes?  
 GIRL: Do you need to know the colour of my eyes?  
 MAN: Yes, please.  
 GIRL: They're blue.  
 MAN: You've got very beautiful eyes, Mary!  
 GIRL: Thank you!

[pause]

4

MAN: Now some questions about your family. Is that OK?  
 GIRL: Yes, it's OK.  
 MAN: Have you got any brothers?  
 GIRL: Yes, I've got three brothers. Two are older than me and one is younger.  
 MAN: That's a big family.  
 GIRL: I like big families.

[pause]

5

MAN: What about sisters? How many sisters have you got?  
 GIRL: Four. There are a lot of people in our house!

[pause]

*Now listen to Part 2 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 2.*

[pause]

**Part 3** *Look at the pictures. What did Paul do last week? Listen and look. There is one example.*

[pause]

WOMAN: Hello, Paul. Did you have a good week?  
 BOY: Yes, Grandma. I played a lot of sport.  
 WOMAN: What did you do on Tuesday?  
 BOY: On Tuesday, I played hockey at school.  
 WOMAN: Great!

[pause]

*Can you see the line from the word Tuesday? On Tuesday, Paul played hockey at school. Now you listen and draw lines.*

[pause]

1

WOMAN: What did you do on Thursday? It rained that day.

BOY: I watched basketball on Thursday.

WOMAN: At school?

BOY: No, I didn't go to school that day. I watched it on TV with Dad. It was an exciting game.

[pause]

2

BOY: I sometimes go swimming on Friday, but not last week. It was my friend's birthday.

WOMAN: Oh! What did you do?

BOY: We went to the cinema to see a film about someone who lived on an island.

WOMAN: Mmmm!

[pause]

3

WOMAN: And what did you do on Wednesday?

BOY: I went to the pool. I was there all afternoon.

WOMAN: Was it nice and sunny there?

BOY: Yes. It was a very hot day. It was great there.

[pause]

4

BOY: And on Saturday, it was basketball again.

WOMAN: At school?

BOY: With all my friends, yes.

WOMAN: Was it a good game?

BOY: Yes, it was. We all enjoyed it.

[pause]

5

WOMAN: What did you do on Sunday?

BOY: I read a book that Dad gave me on my birthday.

WOMAN: What was it about?

BOY: All about different sports. I want to be a sports teacher one day, Grandma.

WOMAN: Great idea!

[pause]

*Now listen to Part 3 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 3.*

[pause]

*Part 4 Look at the pictures. Listen and look. There is one example.*

[pause]

*Where is Pat's dad going?*

[pause]

BOY: Is that your father walking to the bus stop Pat?

GIRL: Yes, it is, Sam.

BOY: Where's he going?

GIRL: He's going to town for Mum.

BOY: Is he going to the supermarket?

GIRL: No, I went there yesterday and Mum's going to the library this afternoon. Oh, I know, he's going to the bank.

[pause]

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

[pause]

*1 Which one is Pat's mother?*

BOY: Is your mother here Pat?

GIRL: Yes, she's in the garden with my aunts.

BOY: Has your mother got straight hair?

GIRL: No, her hair is curly.

BOY: Oh, is she the one in the red dress?

GIRL: No, she's wearing trousers today.

[pause]

*2 What does Pat want to buy?*

BOY: Where are you going to go now, Pat?

GIRL: I'm going shopping.

BOY: What do you want to buy?

GIRL: It's my birthday on Sunday and I want something new to wear at my party.

BOY: Do you want some new trousers?

GIRL: No, I'd like a skirt because my Mum gave me a beautiful blue sweater.

[pause]

*3 What was the weather like here yesterday?*

BOY: We went to the mountains yesterday and it rained. What was the weather like here Pat?

GIRL: It was a beautiful day.

BOY: Was it sunny?

GIRL: It was sunny. It wasn't cloudy at all.

[pause]

*4 Where's Peter?*

BOY: Where's your brother, Pat?

GIRL: Peter? I think he's playing outside.

BOY: Is he in the garden?

GIRL: No, he isn't.

BOY: He isn't on the balcony.

GIRL: I know. He went to the playground with his friends.

[pause]

*5 What will they take on the picnic?*

BOY: What do you want to eat on our picnic tomorrow, Pat?

GIRL: Something we can eat with our hands.  
 BOY: What about sandwiches?  
 GIRL: No, we always take sandwiches. Can we take burgers?  
 BOY: I don't like cold burgers. Shall we take sausages?  
 GIRL: OK.

[pause]

Now listen to Part 4 again.

[The recording is repeated.]

[pause]

That is the end of Part 4.

[pause]

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

[pause]

WOMAN: Can you see the boy with the kite?  
 BOY: Yes, I can see him.  
 WOMAN: Well, colour the kite blue.  
 BOY: The kite?  
 WOMAN: That's right.

[pause]

Can you see the blue kite? This is an example. Now you listen and colour and draw.

[pause]

1

WOMAN: There are two men running in the park. Can you see them?  
 BOY: Yes, a thin man and a fat man.  
 WOMAN: I want you to colour their T-shirts.  
 BOY: What colour?  
 WOMAN: Colour the fat man's T-shirt red and the thin man's yellow.  
 BOY: OK.

[pause]

2

WOMAN: Now I want you to draw something.  
 BOY: Good. What shall I draw?  
 WOMAN: Can you draw a duck?  
 BOY: Yes, I can!  
 WOMAN: Good. Well, draw a duck swimming in the water.  
 BOY: OK.

[pause]

3

WOMAN: Now you can colour again.  
 BOY: Good.  
 WOMAN: Can you see the two cars?  
 BOY: Yes, shall I colour the small car or the big car?

WOMAN: Colour the smaller one green.  
 BOY: OK. I like that colour.

[pause]

4

WOMAN: Now you can draw something again.  
 BOY: Good.  
 WOMAN: What about the weather?  
 BOY: It's a cold day so shall I draw a big cloud?  
 WOMAN: Yes, draw a big cloud above the two men, and colour it black.

[pause]

5

WOMAN: Now I want you to colour one more thing.  
 BOY: Good. What shall I colour?  
 WOMAN: The dog, please.  
 BOY: Which one?  
 WOMAN: Colour the biggest dog brown.  
 BOY: There you are.  
 WOMAN: That's very good.

[pause]

Now listen to Part 5 again.

[The recording is repeated.]

[pause]

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

## Reading and Writing

### Part 1 (6 marks)

1 CDs 2 videos 3 soup 4 (a) shark 5 coffee  
 6 (a) sandwich

### Part 2 (6 marks)

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

### Part 3 (6 marks)

1 B 2 C 3 A 4 C 5 B 6 A

### Part 4 (7 marks)

1 walked 2 sheep 3 saw 4 wet  
 5 apple 6 picnic 7 The horse at the river

### Part 5 (10 marks)

1 swim and play 2 street 3 bus station  
 4 (chicken) sandwich 5 old woman 6 (very) hot  
 7 a (big) town 8 the wrong bus  
 9 Daisy's/her grandmother/grandma 10 (bus) ticket

### Part 6 (5 marks)

1 are 2 they 3 live 4 quickly 5 in



## Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: <b>Hello. This is (child's name*).</b>  Examiner: <b>Hello, *. My name's Jane/Ms Smith.</b>  How old are you, *?	<b>Hello.</b>  <b>eight.</b>	<b>Are you eight/nine?</b>
1	Points to <b>Find the difference</b> card.	<b>Look at these pictures. They look the same, but some things are different. This man has a green shirt, but this man has a yellow shirt.</b>  <b>What other different things can you see?</b>	Describes four other differences: <ul style="list-style-type: none"> <li>• two pandas/two kangaroos</li> <li>• three children/two children</li> <li>• tall/short trees</li> <li>• woman wearing/not wearing a hat</li> </ul>	Point to other differences the candidate does not mention.  Give first half of response: <b>In this picture there are 2 pandas but ...</b>
2	Points to <b>Story</b> card.	<b>Now look at these pictures. They show a story. It's called 'The shark'. Just look at the pictures first. (Pause). Look at the first one.</b>  <b>The family are on the beach. The children are playing. Their mother is reading.</b>  <b>Now you tell the story.</b> (pointing at the other pictures)	(Many variations possible)  <b>The father's going into the sea. The mother and the girl are watching him. The father's swimming. He sees a shark. He's afraid. He shouts "Help!" But it isn't a shark. It's the boy. He's laughing, but his father isn't happy.</b>	Questions to prompt other parts of the story:  <b>Where is the father going?</b>  <b>What can he see? Is he afraid? Is there a shark in the sea? Is the father happy?</b>

\*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	<p>Points to <b>Find the different ones</b> card.</p> <p>Points to second, third and fourth sets of pictures.</p>	<p><b>Now look at these four pictures. This one is different. A banana, an orange and a pineapple are all fruit. This isn't a fruit. It's a cake.</b></p> <p><b>Now you tell me. Which one is different? Why?</b></p>	<p>Candidate suggests a difference (any plausible difference is acceptable).</p>	<p>Set 1 (pointing at sheep, horse, cow). <b>How many legs have these got? And</b> (pointing at the fish) <b>what about this?</b></p> <p>Set 2 <b>Have these men got hair on their faces? And this one?</b></p> <p>Set 3 <b>Is there water here? And here?</b></p>
4	<p>Puts away all pictures.</p>	<p><b>Now let's talk about your home.</b></p> <p><b>Where do you live?</b></p> <p><b>How many rooms are there in your house?</b></p> <p><b>Which room do you play in?</b></p> <p><b>Tell me about your bedroom.</b></p>	<p><i>Centro</i></p> <p><i>five</i></p> <p><i>bedroom</i></p> <p><i>It's small.</i> <i>It has two beds.</i></p>	<p><b>Do you live in <i>Centro</i>?</b></p> <p><b>Have you got <i>five</i> rooms in your house? <i>Six</i>?</b></p> <p><b>Do you play in your <i>bedroom</i>?</b></p> <p><b>Is your <i>bedroom</i> big? Small?</b></p>
		<p><b>OK, thank you, *. Goodbye.</b></p>	<p><b>Goodbye.</b></p>	

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

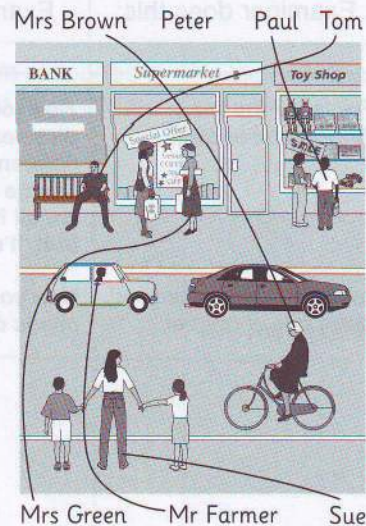
# Test 3 Answers

## Listening

### Part 1 (5 marks)

Lines should be drawn between:

- Mrs Green and the lady in front of the supermarket wearing a red skirt and a red hat
- Paul and the boy looking in the toy shop window carrying a school bag
- Mr Farmer and the man driving the small blue car
- Tom and the boy sitting on the bench outside the bank
- Sue and the girl with the two children



### Part 2 (5 marks)

- 1 High 2 10 3 John 4 Clare 5 neck

### Part 3 (5 marks)

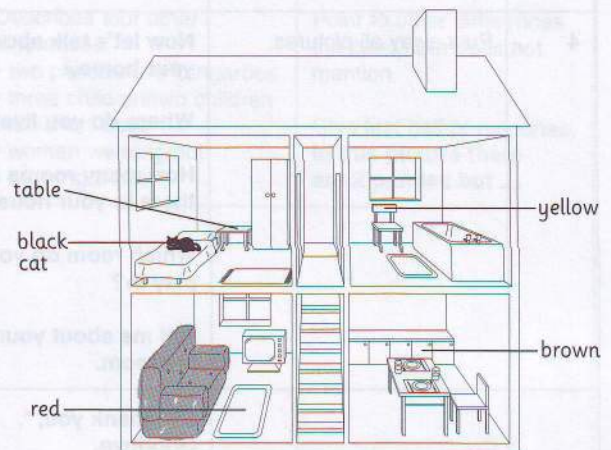
Friday Wednesday  
Tuesday Saturday  
Monday Sunday

### Part 4 (5 marks)

- 1 A 2 C 3 B 4 C 5 A

### Part 5 (5 marks)

- Colour the chair in the bathroom – yellow
- Draw a table in the bedroom between the bed and the cupboard



- Colour the cupboards in the kitchen – brown
- Draw a black cat sleeping on the bed in the bedroom
- Colour the mat in the living room – red

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

**Part 1** Look at Part 1. Look at the picture. Listen and look. There is one example.

[pause]

**MAN:** Hello, there are a lot of people here today.

**WOMAN:** Yes, there are. Can you see Mrs Brown?

**MAN:** Yes.

**WOMAN:** Where is she?

**MAN:** She's riding her bicycle.

**WOMAN:** Oh, yes. She rides very quickly, doesn't she?

[pause]

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

[pause]

1

**MAN:** Where's Mrs Green. Do you know her?

**WOMAN:** Yes, she's in front of the supermarket.

**MAN:** Oh. What's she wearing?

**WOMAN:** A red skirt and a red hat.

**MAN:** Oh, yes! I can see her now.

[pause]

2

**MAN:** Where's Paul?

**WOMAN:** He's looking in the window of the toy shop with a friend.

MAN: But which one is Paul?  
 WOMAN: The boy who's carrying a school bag.  
 MAN: Oh, I see him.

[pause]

3

MAN: I need to find Mr Farmer. Can you see him?  
 WOMAN: Yes, I can.  
 MAN: Where is he?  
 WOMAN: He's there in his car.  
 MAN: Which car?  
 WOMAN: The small blue one.

[pause]

4

WOMAN: Look at Tom. He's very tired today.  
 MAN: Where is he?  
 WOMAN: He's sitting outside the bank.  
 MAN: Well, he played a lot of tennis yesterday.  
 WOMAN: Yes, that's why he's sitting down now.

[pause]

5

WOMAN: Is that Sue?  
 MAN: Where?  
 WOMAN: Walking with the two children.  
 MAN: Oh, yes, that's Sue, but who are the children?  
 WOMAN: I think they're her cousins.

[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 Tom. Can I ask you some questions?  
 BOY: All right.  
 WOMAN: What's your family name?  
 BOY: Hill.  
 WOMAN: Can you spell that?  
 BOY: H-I-L-L.  
 WOMAN: Thank you.

[pause]

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

1

WOMAN: And where do you live Tom?  
 BOY: 15 High Street.  
 WOMAN: Can you spell 'High' please?  
 BOY: H-I-G-H.

[pause]

2

WOMAN: Now, how old are you, Tom?  
 BOY: Ten. It was my birthday last week.  
 WOMAN: You're very tall.  
 BOY: Yes, all my family are tall.

[pause]

3

WOMAN: Now, what's your father's name?  
 BOY: John, like my older brother.  
 WOMAN: So there are two Johns in the family.  
 BOY: Yes.

[pause]

4

WOMAN: And your mother's name?  
 BOY: It's Clare.  
 WOMAN: Is that C-L-A-R-E?  
 BOY: That's right.

[pause]

5

WOMAN: Now what's the matter?  
 BOY: My neck hurts.  
 WOMAN: Is it very bad?  
 BOY: Yes, it hurts a lot.

[pause]

*Now listen to Part 2 again.*

[The recording is repeated.]

[pause]

*That is the end of Part 2.*

[pause]

*Part 3 Look at the pictures. What did Jim do last week? Listen and look. There is one example.*

[pause]

WOMAN: Hello, Jim. What did you do last week?  
 BOY: Well, on Saturday when it rained, I helped Mum. We painted my bedroom.  
 WOMAN: Wow!  
 BOY: It looks great now, Aunt Lucy.

[pause]

*Can you see the line from the word Saturday? On Saturday, Jim painted his bedroom. Now you listen and draw lines.*

[pause]

1

WOMAN: What did you do on Friday?  
 BOY: Ermm ... we went shopping. It rained that day.  
 WOMAN: That's right. Where did you go in the town?

BOY: Only to the supermarket to buy some food.

[pause]

2

WOMAN: What did you do on Wednesday?

BOY: We drove to a lake. I went with my friend and his parents.

WOMAN: Oh! What did you do there?

BOY: We had a picnic.

WOMAN: And did you swim there too?

BOY: Yes, but it was cold!

[pause]

3

BOY: I went in a boat on Thursday, no sorry, it was Sunday.

WOMAN: Where?

BOY: At the beach. Dad and I went there in the morning.

WOMAN: Did you enjoy that?

BOY: Yes, but it was windy so it was difficult.

[pause]

4

WOMAN: And what did you do on Tuesday?

BOY: Tuesday?

WOMAN: Yes. Did you go to the beach that day too?

BOY: No, I went to the new bookshop. The town was very busy.

WOMAN: Oh.

BOY: I wanted to get a present for Dad.

[pause]

5

WOMAN: What about Monday?

BOY: The weather wasn't good again that day. I went to my friend's flat.

WOMAN: What did you do?

BOY: We watched a DVD about someone who had a big sailing boat.

WOMAN: Did you enjoy it?

BOY: It was okay.

[pause]

*Now listen to Part 3 again.*

*[The recording is repeated.]*

[pause]

*That is the end of Part 3.*

[pause]

**Part 4** *Look at the pictures. Listen and look. There is one example.*

[pause]

*Which is Ben's brother's car?*

BOY: My brother's got a new car.

GIRL: Oh which one is it Ben, that small one?

BOY: No, it's a beautiful, big one.

GIRL: Is it blue?

BOY: No, his last car was blue. This one's red.

[pause]

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

[pause]

*1 What sport does Ben's brother do?*

GIRL: What sport does your brother do, Ben?

BOY: He plays basketball every weekend.

GIRL: Does he like swimming or tennis?

BOY: No, he doesn't.

[pause]

*2 Where does Ben's brother work?*

GIRL: Where does your brother work Ben?

BOY: Here in the town.

GIRL: Yes, but where? In a school?

BOY: No, he works in the zoo.

GIRL: Where's that?

BOY: It's near the library.

GIRL: Oh, yes.

[pause]

*3 How did Ben go to his grandparents' house?*

GIRL: Did you see your grandparents at the weekend Ben?

BOY: Yes, we did. I was very happy.

GIRL: Did you go by bus?

BOY: No, the bus is very slow. We flew there.

GIRL: Oh, did you?

BOY: Yes, it's quicker than the train.

[pause]

*4 What can Ben give his sister for her birthday?*

BOY: It's my sister's birthday on Saturday. What can I give her, Daisy?

GIRL: Does she like dolls?

BOY: No, she doesn't.

GIRL: What about a dress?

BOY: She never wears dresses. She likes playing football with me.

GIRL: You can give her a ball then.

BOY: Oh yes!

[pause]

*5 What's Ben's sister's favourite food?*

BOY: Do you want to come to my sister's birthday party, Daisy?

GIRL: Thanks. Have you got a birthday cake?

BOY: Yes, but my sister doesn't like cake.

GIRL: What's her favourite food, burgers?

BOY: She likes bananas best. She sometimes eats ten every day!

[pause]

Now listen to Part 4 again.

[The recording is repeated.]

[pause]

That is the end of Part 4.

[pause]

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

[pause]

WOMAN: Can you see the sofa in the living room?

BOY: Yes, I can see it.

WOMAN: Well, colour it green.

BOY: OK.

[pause]

Can you see the green sofa? This is an example. Now you listen and colour and draw.

[pause]

1

WOMAN: There's a chair in the bathroom. Can you see it?

BOY: Yes, I can.

WOMAN: I want you to colour it.

BOY: What colour?

WOMAN: Yellow.

BOY: OK. A yellow chair.

[pause]

2

WOMAN: Now I want you to draw something.

BOY: Good. What shall I draw?

WOMAN: Can you draw a table?

BOY: Where?

WOMAN: In the bedroom. Draw a small table between the bed and the cupboard.

BOY: Shall I draw it now?

WOMAN: Yes, please. That's right. Between the bed and the cupboard.

[pause]

3

WOMAN: Now you can colour again.

BOY: Good.

WOMAN: Can you see the cupboards in the kitchen?

BOY: Yes, what colour shall I do?

WOMAN: Colour them brown, please.

BOY: Right.

[pause]

4

WOMAN: Now you can draw something again.

BOY: Good.

WOMAN: Can you draw a cat?

BOY: Yes, where?

WOMAN: In the bedroom. Draw a big, black cat sleeping on the bed.

BOY: Like my cat?

WOMAN: Yes. That's a beautiful cat!

[pause]

5

WOMAN: Now I want you to colour one more thing.

BOY: Good. What shall I colour?

WOMAN: The mat, please.

BOY: Which one?

WOMAN: In the living room.

BOY: Can I colour it red?

WOMAN: Yes, that's a good colour for a mat.

[pause]

Now listen to Part 5 again.

[The recording is repeated.]

[pause]

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

## Reading and Writing

**Part 1 (6 marks)**

1 (a) town 2 mountains 3 (a) bottle

4 (a) farm 5 stairs 6 (the) world

**Part 2 (6 marks)**

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

**Part 3 (6 marks)**

1 B 2 A 3 B 4 A 5 B 6 C

**Part 4 (7 marks)**

1 teeth 2 coffee 3 rode 4 street 5 door

6 laughed 7 Jim makes a mistake

**Part 5 (10 marks)**

1 blue and yellow 2 Pasta 3 words

4 Pasta (and) Hello 5 (younger) brother

6 flew 7 the/their garden 8 the kitchen

9 a grape 10 yes (yes)

**Part 6 (5 marks)**

1 another 2 have 3 There 4 going 5 to

## Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: <b>Hello, this is (child's name*)</b> .  Examiner: <b>Hello, * My name's Jane/Ms Smith.</b>  How old are you?	<b>Hello</b>  <b>eight</b>	<b>Are you eight/nine?</b>
1	Points to <b>Find the difference</b> card.	<b>Look at these pictures. They look the same but some things are different. This blanket is yellow, but this blanket is blue.</b>  <b>What other different things can you see?</b>	Describes four other differences: • two/one chair(s) • car on/under bed • mother/father • drinking/not drinking	Point to other differences the candidate does not mention.  Give first half of response: <b>In this picture there are two chairs, but ...</b>
2	Points to <b>Story</b> card.	<b>Now look at these pictures. They show a story. It's called 'The children and the fish'. Just look at the pictures first. (Pause). Look at the first one.</b>  <b>A family is by the river. Mother and father are cooking and the children are fishing. They want a fish for lunch.</b>  <b>Now you tell the story.</b> (pointing at the other pictures)	(Many variations possible)  <b>The girl's saying "Look! He's got a fish!"</b> <b>But the boy hasn't got a fish. He's got an old shoe! He's very sad.</b> <b>But there are two small fish inside the shoe.</b> <b>Now the children are very happy.</b>	Questions to prompt other parts of the story:  <b>What's the girl saying?</b> <b>Has the boy got a fish?</b>  <b>What's inside the shoe?</b> <b>Are the children happy now?</b>

\*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	Points to <b>Find the different ones</b> card.  Points to the second, third and fourth sets of pictures in turn.	<b>Now look at these four pictures. This one is different. A banana, an orange and a pineapple are all fruit. This isn't a fruit. It's a cake.</b>  <b>Now you tell me about these pictures. Which one is different? (Why?)</b>	Candidate suggests a difference (any plausible difference is acceptable).	Set 1: (pointing at bird, helicopter, plane) <b>Do these fly? And</b> (pointing at monkey) <b>What about this?</b> Set 2: <b>Can you sit on these? And this?</b> Set 3: <b>Are these children playing? And these?</b>
4	Puts away all pictures.	<b>Now let's talk about food.</b>  <b>What's your favourite food?</b>  <b>What do you eat for breakfast?</b>  <b>Where do you have lunch?</b>  <b>Tell me about your favourite drinks.</b>	<i>burgers</i>  <i>bread</i>  <i>(at) school</i>  <i>I like milk in the morning and juice at lunch.</i>	<b>Do you like <i>burgers</i>?</b>  <b>Do you have <i>bread</i> for breakfast?</b>  <b>Do you have lunch <i>at school</i>?</b>  <b>Do you like <i>milk</i> in the morning?</b>
		<b>OK, thank you, *. Goodbye.</b>	<b>Goodbye.</b>	

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



# COMBINED STARTERS AND MOVERS

## 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:

- adjectives
- determiners
- adverbs
- prepositions
- conjunctions
- pronouns
- verbs
- modals
- question words

*s* – first appears at *Starters*

*m* – first appears at *Movers*

### ANIMALS

*s* animal  
*m* bat  
*m* bear  
*s* bird  
*m* cage  
*s* cat  
*s* chicken  
*s* cow  
*s* crocodile  
*s* dog  
*m* dolphin  
*s* duck  
*s* elephant  
*s* fish (s & pl)  
*m* fly  
*s* frog  
*s* giraffe  
*s* goat  
*s* hippo  
*s* horse  
*m* kangaroo  
*m* kitten  
*m* lion  
*s* lizard  
*s* monkey  
*s* mouse/mice  
*m* panda  
*m* parrot  
*m* pet  
*m* puppy  
*m* rabbit  
*m* shark

*s* sheep (s & pl)  
*s* snake  
*s* spider  
*s* tail  
*s* tiger  
*m* whale  
*s* zoo

### THE BODY & 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  
*s* clothes  
*m* coat  
*s* dress  
*s* glasses  
*s* handbag  
*s* hat  
*s* jacket  
*s* jeans  
*m* scarf  
*s* shirt  
*s* shoe  
*s* skirt  
*s* sock  
*m* sweater  
*s* trousers  
*s* T-shirt  
*s* watch  
*s* wear

### COLOURS

*s* black  
*s* blue  
*s* brown  
*s* green  
*s* grey (or gray)  
*s* orange  
*s* pink  
*s* purple  
*s* red  
*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
- s* live
- s* man/men
- s* Miss
- s* mother
- s* Mr
- s* Mrs
- s* mum(my)
- s* old
- m* parent
- s* person/people
- s* sister
- m* son
- s* their
- s* them
- s* they
- m* uncle
- s* us
- s* we
- s* woman/women
- s* you
- s* young
- s* your

**FOOD AND DRINK**

- s* apple
- s* banana
- s* bean
- m* bottle
- m* bowl
- s* bread
- s* breakfast
- s* burger
- s* cake

- s* carrot
- m* cheese
- s* chicken
- s* chips (US fries)
- s* coconut
- m* coffee
- m* cup
- s* dinner
- s* drink (n & v)
- s* eat
- s* egg
- s* fish
- s* food
- s* fries (UK chips)
- s* fruit
- m* glass of
- s* grape
- m* hungry
- s* ice cream
- s* juice
- s* lemon
- s* lemonade
- s* lime
- s* lunch
- s* mango
- s* meat
- s* milk
- s* onion
- s* orange
- m* pasta
- s* pea
- s* pear
- m* picnic
- s* pineapple
- s* potato
- s* rice
- m* salad
- m* sandwich
- s* sausage
- m* soup
- s* supper
- m* tea
- m* thirsty
- s* tomato
- m* vegetable
- s* water
- s* watermelon

**HEALTH**

- m* cold
- m* cough
- m* dentist
- m* doctor
- m* earache

- m* fine
- m* headache
- m* hospital
- m* hurt
- m* matter (what's the matter?)
- m* nurse
- 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
- s* camera
- s* chair
- s* clock
- s* computer
- s* cupboard
- s* desk
- s* dining room
- s* doll
- s* door
- m* downstairs
- m* dream
- m* elevator
- m* fan
- s* flat
- m* floor
- s* flower
- s* garden
- s* hall
- m* home
- s* house
- s* kitchen
- s* lamp
- m* lift
- s* living room
- s* mat
- s* mirror
- s* painting
- s* phone
- s* picture
- s* radio
- s* room

- m* shopping
- m* shower
- s* sleep
- s* sofa
- m* stair(s)
- s* table
- s* television/TV
- m* toothbrush
- m* towel
- s* toy
- s* tree
- m* upstairs
- s* wall
- m* wash (n)
- s* watch
- s* window

**NUMBERS**

- s* Cardinals: 1–20
- m* Cardinals: 21–100
- m* Ordinals: 1st–20th

**PLACES & DIRECTIONS**

- m* above
- m* bank
- s* behind
- s* between
- m* bus station
- m* café
- m* cinema
- m* farm
- s* here
- m* hospital
- s* in
- s* in front of
- m* library
- m* map
- m* market
- s* next to
- s* on
- s* park
- m* place
- m* playground
- m* road
- s* shop (US store)
- m* square
- s* store (UK shop)
- m* straight
- s* street
- m* supermarket
- m* swimming pool
- s* there
- s* under
- m* zoo

**SCHOOL**

- s* alphabet
- s* answer
- s* ask
- s* board
- s* book
- s* bookcase
- s* class
- s* classroom
- s* close
- s* colour
- s* computer
- s* correct
- s* cross
- s* cupboard
- s* desk
- s* door
- s* draw
- s* English
- s* eraser
- s* example
- s* find
- s* floor
- m* homework
- s* know
- s* learn
- s* lesson
- s* letter (as in alphabet)
- s* line
- s* listen (to)
- s* look
- 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
- s* ruler
- s* school
- s* sentence
- s* spell
- s* story
- s* teacher
- s* tell
- s* test (n & v)
- m* text

- s* tick (n & v)
- s* understand
- s* wall
- s* window
- s* word
- s* write

**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
- s* doll
- s* draw(ing)
- s* drive
- m* DVD
- s* enjoy
- s* favourite
- m* film
- s* fish(ing)
- s* fly
- s* football (US soccer)
- s* game
- s* guitar
- s* hit
- s* hobby
- s* hockey
- m* holiday
- s* jump
- s* kick (v)
- m* kick (n)
- s* kite
- s* listen (to)
- m* movie
- m* music
- s* paint(ing)
- m* party
- s* photo
- s* piano
- s* picture
- s* play (with)
- m* present
- s* radio
- s* read

- s ride (n & v)
- s run
- s sing
- m skate
- s soccer (UK football)
- s song
- s sport
- m sports centre
- s story
- m swim (n)
- m swimming pool
- s table tennis
- s television/TV
- s tennis
- m towel
- s throw
- s toy
- s TV/television
- m video
- m walk (n)
- s watch

**TIME**

---

- m after
- s afternoon
- m age
- m always
- m before
- s birthday
- s clock
- s day
- s end
- s evening
- m every
- s morning
- m never
- s night
- m sometimes
- s today
- s watch
- m week
- m weekend
- m yesterday
- The days of the week:
- m Sunday
- m Monday
- m Tuesday
- m Wednesday
- m Thursday
- m Friday
- m Saturday

**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**

---

- s bike
- s boat
- s bus
- m bus station
- s car
- m drive
- m driver
- s fly
- s go
- s helicopter
- s lorry (US truck)
- s motorbike
- s plane
- s ride
- s run
- s swim
- m ticket
- s train
- s truck (UK lorry)
- s walk

**WEATHER**

---

- m cloud
- m cloudy
- m rain
- m rainbow
- m snow
- s sun
- m sunny
- m weather
- m wind
- m windy

**WORK**

---

- m clown

- m doctor
- m farmer
- m hospital
- m nurse
- m pirate
- s teacher
- m work

**THE WORLD AROUND US**

---

- s beach
- m city
- m country(side)
- m field
- m forest
- m grass
- m ground
- m island
- m jungle
- m lake
- m leaf/leaves
- m moon
- m mountain
- m plant
- m river
- m road
- m rock
- s sand
- s sea
- s shell
- m star
- s street
- s sun
- m town
- s tree
- m village
- s water
- m waterfall
- m world

**USEFUL WORDS & EXPRESSIONS**

---

- s bye (-bye)
- m come on!
- 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
- m* boring
- m* bottom
- m* busy
- m* careful
- s* clean
- m* clever
- s* closed
- m* cloudy
- m* cold
- s* correct
- m* different
- m* difficult
- s* dirty
- s* double
- m* easy
- s* English
- m* every
- m* exciting
- m* famous
- m* fat
- s* favourite
- m* fine
- m* first
- s* funny
- s* good
- s* great
- s* happy
- s* her
- s* his
- m* hot
- m* hungry
- s* its

- m* last
- s* long
- m* loud
- m* more
- m* most
- s* my
- m* naughty
- s* new
- s* nice
- s* old
- s* our
- m* quick
- m* quiet
- s* right (correct)
- m* round
- s* sad
- m* second
- s* short
- m* slow
- s* small
- s* sorry
- m* square
- m* straight
- m* strong
- m* surprised
- m* tall
- m* terrible
- s* their
- m* thin
- m* third
- m* thirsty
- m* tired
- m* top
- s* ugly
- m* weak
- m* well
- m* wet
- m* windy
- m* worse
- m* worst
- m* wrong
- s* young
- s* your

**DETERMINERS**

- s* a/an
- m* all
- s* a lot of
- m* another
- m* any
- m* both
- m* every
- s* lots of
- s* many
- m* more

- m* most
- s* my
- s* no
- s* one
- s* some
- s* that
- s* the
- s* these
- s* this
- s* those

**ADVERBS**

- s* a lot
- s* again
- m* all right
- m* always
- m* back
- m* badly
- m* best
- m* better
- m* carefully
- m* down
- m* downstairs
- m* first
- s* here
- m* how
- m* how much
- m* how often
- m* inside
- m* last
- s* lots
- m* loudly
- m* more
- m* most
- m* near
- m* never
- s* not
- s* now
- m* off
- m* often
- m* on
- m* only
- m* out
- m* outside
- m* quickly
- m* quietly
- m* round
- m* slowly
- m* sometimes
- m* then
- s* there
- s* today
- s* too
- m* up
- m* upstairs

s very  
 m well  
 m when  
 m worse  
 m worst  
 m yesterday

**PREPOSITIONS**

s about  
 m above  
 m after  
 s at  
 m before  
 s behind  
 m below  
 s between  
 m by  
 m down  
 s for  
 s from  
 s in (prep of place)  
 s in front of  
 m inside  
 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  
 m round  
 m than  
 s to  
 s under  
 m up  
 s with

**CONJUNCTIONS**

s and  
 m because  
 s but  
 s or  
 m than  
 m when

**PRONOUNS**

m all  
 m another  
 m both  
 s he  
 s her

s hers  
 s him  
 s his  
 s I  
 s it  
 s its  
 s me  
 s mine  
 m more  
 m most  
 m nothing  
 s one  
 s ours  
 s she  
 m something  
 s that  
 s theirs  
 s them  
 s these  
 s they  
 s this  
 s those  
 s us  
 s we  
 m which  
 m who  
 s you  
 s yours

**VERBS**

**Irregular:**  
 s be  
 m bring  
 m buy  
 s catch (a ball)  
 m catch (a bus)  
 s choose  
 s come  
 s do  
 s draw  
 s drink  
 s drive  
 s eat  
 s find  
 s fly  
 s get  
 m get (un)dressed  
 m get up  
 s give  
 s go  
 m go shopping  
 s have  
 s have (got)  
 m have (got) to  
 m hide

s hit  
 s hold  
 m hurt  
 s know  
 s learn  
 m lose  
 s make  
 m mean  
 m must  
 s put  
 m put on  
 m rain  
 s read  
 s ride  
 s run  
 s say  
 s see  
 s sing  
 s sit (down)  
 s sleep  
 m snow  
 s spell  
 s stand (up)  
 s swim  
 m take  
 m take (a bus)  
 s take (a photo)  
 m take off  
 s tell  
 m think  
 s throw  
 s understand  
 m wake up  
 s wear  
 s write

**Regular:**

s add  
 s answer  
 s ask  
 s bounce  
 m call  
 m carry  
 s clean  
 m climb  
 s close  
 m cook  
 s colour  
 s complete  
 s cross  
 m cry  
 m dance  
 m dream  
 m drop  
 m email  
 s enjoy

*m* film  
*m* fish  
*m* help  
*m* hop  
*m* invite  
*s* jump  
*s* kick  
*m* laugh  
*s* learn  
*s* like  
*s* listen (to)  
*s* live  
*s* look  
*s* look at  
*m* look for  
*s* love  
*m* move  
*m* need  
*s* open  
*s* paint  
*s* phone  
*s* pick up  
*m* plant  
*s* play (with)  
*s* point  
*m* rain  
*m* sail  
*m* shop  
*m* shout  
*s* show  
*m* skate  
*m* skip  
*s* smile  
*m* snow

*s* start  
*s* stop  
*s* talk  
*s* test  
*m* text  
*s* tick  
*s* try  
*m* video  
*m* wait  
*s* walk  
*s* want  
*m* wash  
*s* watch  
*s* wave  
*m* work

**MODALS**

*s* can/cannot/can't  
*m* could  
*m* must  
*m* shall  
*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

**DETERMINERS**

*s* a  
*s* an  
*s* the  
*s* this  
*s* that  
*s* these  
*s* those  
*s* some  
*s* any  
*s* every  
*s* each  
*s* all  
*s* none  
*s* no  
*s* only  
*s* just  
*s* too  
*s* so  
*s* such  
*s* as  
*s* like  
*s* unlike  
*s* between  
*s* among  
*s* towards  
*s* against  
*s* without  
*s* with  
*s* inside  
*s* outside  
*s* above  
*s* below  
*s* next to  
*s* in front of  
*s* behind  
*s* in the middle of  
*s* at the end of  
*s* at the beginning of  
*s* in the middle of  
*s* at the end of  
*s* at the beginning of

*s* who  
*s* whose  
*m* why

**NAMES**

*s* Alex  
*s* Ann  
*s* Anna  
*s* Ben  
*s* Bill  
*m* Daisy  
*m* Fred  
*m* Jack  
*m* Jane  
*s* Jill  
*m* Jim  
*m* John  
*s* Kim  
*s* Lucy  
*m* Mary  
*s* May  
*s* Nick  
*s* Pat  
*m* Paul  
*m* Peter  
*m* Sally  
*s* Sam  
*s* Sue  
*s* Tom  
*s* Tony  
*m* Vicky

••• Cambridge Young Learners English Tests  
Second edition

CAMBRIDGE

# Movers

# 1

## Examination Papers from University of Cambridge ESOL Examinations

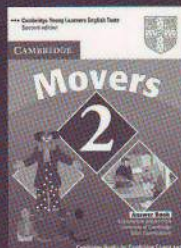
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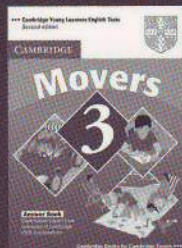
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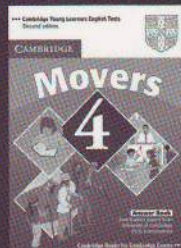
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