

A2 Flyers

AUTHENTIC
EXAMINATION
PAPERS

3

ANSWER BOOKLET

PTM

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Introduction

Pre A1 Starters, *A1 Movers* and *A2 Flyers* offer a comprehensive approach to testing the English of learners in primary and lower secondary education.

A2 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 exam 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	44
Speaking	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 five parts. Each part begins with a clear example.

part	main skill focus	input	expected response	number of questions
1	listening for names and descriptions	picture, names and dialogue	draw lines to match names to people in a picture	5
2	listening for names, spellings and other information	form or page of notepad with missing words and dialogue	write words or numbers in gaps	5
3	listening for words, names and detailed information	picture sets and list of illustrated words or names and dialogues	match pictures with illustrated word or name by writing letter in box	5
4	listening for specific information of various kinds	3-option multiple-choice pictures and dialogues	tick boxes under correct pictures	5
5	listening for words, colours and specific information	picture and dialogue	carry out instructions to colour 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. There are seven parts, with Parts 1–6 each starting with a clear example.

part	main skill focus	input	expected response	number of questions
1	reading definitions and matching to words copying words	nouns and definitions	copy the correct words next to the definitions	10
2	reading and completing a continuous dialogue writing letters	half a dialogue with responses in a box	select correct response and write A–H in gap	5
3	reading for specific information and gist copying words	cloze text with words in a box	choose and copy missing words correctly; tick a box to choose the best title for the story	6
4	reading and understanding a factual text copying words	gapped text and 3-option multiple choice	complete text by selecting the correct words and copying them in corresponding gaps	10
5	reading a story completing sentences	story, picture and gapped sentences	complete sentences about story by writing 1, 2, 3 or 4 words	7
6	reading and understanding a short text (e.g. page from diary or letter) producing words	gapped text	write words in gaps no answer options given	5
7	writing	three pictures	write a short story based on three pictures	1

Speaking

In the Speaking test, the candidate speaks with one examiner for about eight 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 vocabulary and grammar, pronunciation, and interaction.

part	main skill focus	input	expected response
1	understanding statements and responding with differences	two similar pictures (one is the examiner's); oral statements about examiner's picture	identify six differences in candidate's picture from statements about examiner's picture
2	responding to questions with short answers and 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

Further information about *Pre A1 Starters*, *A1 Movers* and *A2 Flyers* can be obtained from:

Cambridge Assessment English
 The Triangle Building
 Shaftesbury Road
 Cambridge
 CB2 8EA

www.cambridgeenglish.org/help
www.cambridgeenglish.org/flyers

Test 1 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Sarah and the woman walking into the lift, holding envelopes
- 2 Oliver and the man wearing a fireman's uniform, waving
- 3 Emma and the woman wearing a yellow scarf, with a newspaper in her handbag
- 4 William and the man going into a shop, wearing a sweater
- 5 Helen and the woman reading a magazine, with long straight hair

Part 2 (5 marks)

- 1 (the) Gold 2 sunglasses/sun-glasses 3 camel(s)
 4 meatballs/meat-balls 5 Birch

Part 3 (5 marks)

- 1 umbrella – C (train station)
- 2 necklace – F (airport)
- 3 crown – G (museum)
- 4 ring – D (beach)
- 5 gloves – E (castle)

Part 4 (5 marks)

- 1 A 2 C 3 B 4 A 5 B

Part 5 (5 marks)

- 1 Colour the bird in the tree – blue
- 2 Colour the backpack – orange
- 3 Write WOOD on the box under the apple tree
- 4 Colour the butterfly that the woman is taking a photo of, near the flower – red
- 5 Write COOKIES on the bag on the table next to the bottles



TRANSCRIPT *Hello. This is the Cambridge Assessment English Flyers Listening Test.*

Part 1 Listen and look. There is one example.

GIRL: Look at this picture of the new shopping centre in my town.
 MAN: It looks nice, but they haven't finished it yet, I think. There's a man who's going to do some work.
 GIRL: The man who's wearing a baseball cap?
 MAN: Yes.
 GIRL: That's Richard. He's a painter and he lives on our street.

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

GIRL: Can you see the woman who's holding the envelopes? That's my Aunt Sarah. Does she work there?
 MAN: Yes she does. Her office is on the fifth floor.
 GIRL: Yes she does. Her office is on the fifth floor.
 MAN: Ah . . . so she's going to take the elevator to her office?
 GIRL: That's right. There are too many stairs!
 MAN: Do you know that man in the uniform?
 GIRL: The man who's cooking something?
 MAN: No, not him . . . the other one.
 GIRL: Oh OK . . . you mean the firefighter?
 MAN: Yes. He's waving to someone.
 GIRL: His name's Oliver. He's a friend of my dad's.

MAN: Look at that woman's scarf. It's very bright!

GIRL: That's Emma . . . my friend's mom. She always wears clothes like that.

MAN: Does she? I think she's just bought a newspaper.

GIRL: Perhaps . . . she goes to the shopping centre every day to buy something or have a coffee.

MAN: OK. So, she doesn't work there?

GIRL: No, she doesn't.

GIRL: Another one of my dad's friends is there too.

MAN: Is he the man who's wearing the shirt and striped tie?

GIRL: No. He's going into that shop . . . look.

MAN: Oh yes . . . the man in the sweater?

GIRL: That's right. His name's William.

MAN: He looks nice.

GIRL: Do you see the woman who's reading the magazine?

MAN: Yes. What's her name?

GIRL: That's Helen. She's my mom's best friend.

MAN: Her hair's the same as your mom's . . . long and straight.

GIRL: I know!

Now listen to Part 1 again.

[The recording is repeated.]

That is the end of Part 1.

Part 2 Listen and look. There is one example.

MAN: OK, children. I want to tell you about our school camping trip next Monday.

GIRL: I love camping! Can I ask a question, please?

MAN: Yes, of course, Katy.

GIRL: Where are we going to stay?

MAN: Well, this year we're going to stay in the desert for two nights.

GIRL: Oh wow! That's so cool!

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

GIRL: Where will we camp?

MAN: We won't be far from the famous Silver Pyramid, sorry I mean the Gold Pyramid. You can actually see it from our camping place.

GIRL: Oh I've heard about that. My dad said it's amazing!

MAN: It is! I've seen it several times.

GIRL: What do we need to take with us for the camping trip?

MAN: Well, just the usual things really . . . nothing special. The school will bring a hat for everyone because it'll be very hot there. And you mustn't forget to put your sunglasses in your bag.

GIRL: OK. What will we do on the first day?

MAN: We'll learn about the life of the people who live there . . . their food, their work, their homes. We'll also see some wild horses that live there. We can't ride those but you can all go for a ride on camels.

GIRL: Cool! I've never done that before. So what are we going to eat?

MAN: Well, you're going to eat something very nice on the first night. We'll cook it on the fire . . . meatballs and rice.

GIRL: That sounds fantastic! My mum often makes that. Who's going to come with us on the trip?

MAN: Well, I'll be there. And Miss Birch, the new science teacher, will come too.

GIRL: Erm, I don't know her. How do you spell her name?

MAN: It's B-I-R-C-H. You'll like her. She's very kind.

GIRL: OK. I can't wait!

Now listen to Part 2 again.

[The recording is repeated.]

That is the end of Part 2.

Part 3 Listen and look. There is one example.

Where did Aunt Betty buy each of these things in her cupboard?

BOY: I like your belt, Aunt Betty. Where did you get it?

WOMAN: I bought that on holiday. We visited a market and they had lots of nice things there.

BOY: Was it expensive?

WOMAN: No. It was actually very cheap!

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

BOY: What about this necklace? Did you buy that on holiday, too?

WOMAN: Yes, I did. I got it on the day that we left home.

BOY: Oh? So, did you get it when you were waiting at the airport?

WOMAN: That's right!

BOY: This crown's really cool! You worked as an actor, didn't you? Did you buy it at a shop in the theatre?

WOMAN: Well, I wore it when I was acting. I played a queen!

BOY: Wow! I'm sure you were great!

WOMAN: Thanks. I loved doing it. I found it in a small shop at the museum in town one day when I was there with my friend. She bought one, too.

BOY: Is she also an actor?

WOMAN: Yes, she is.

WOMAN: I've worn these gloves a lot.
 BOY: They're nice, but they look a bit old now.
 WOMAN: Well, I've had them for ten years. I always wore them when I was travelling to work.
 BOY: Do you remember where you bought them?
 WOMAN: Let me think. Oh yes . . . in the shop at the castle.
 BOY: Oh I know. They have some really cool things there!

BOY: This ring's great. Was it a present?
 WOMAN: No, I bought it when I was on holiday with your uncle. There was one just like it in the shop at our hotel.
 BOY: So did you decide to buy it then?
 WOMAN: No, we left the shop and walked to the beach and guess what?
 BOY: What?
 WOMAN: I found the same one there but it was much cheaper!
 BOY: So you got that one.
 WOMAN: That's right!

BOY: Mom has an umbrella that looks like this. Did you go shopping together?
 WOMAN: I don't think so, no. I bought this when I was shopping at the market one day . . .
 BOY: OK.
 WOMAN: No, wait a minute . . . I remember now . . . I got it at the shop at the train station on my way to the city because it started to rain!
 BOY: I like the colours. It's pretty!
 WOMAN: I love it, too. It's my favourite one!

Now listen to Part 3 again.

[The recording is repeated.]

That is the end of Part 3.

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

How did Michael get to the hotel?

WOMAN: Did you have a nice holiday, Michael?
 BOY: Yeah, it was fantastic! Our hotel was in the centre of town.
 WOMAN: Did you go there by car?
 BOY: Actually, we took a boat! It was fun.
 WOMAN: Oh I see, and then did you use the bus when you were there?
 BOY: Yes, we did.

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

1 What did Michael have in his hotel room?

WOMAN: What was your room like?
 BOY: It was really big. It had a balcony and there was a great TV on the wall.
 WOMAN: That sounds nice.
 BOY: There was a tablet there, too, for us to use.

WOMAN: What a good idea! And you can use that as a clock when you want to know the time.

BOY: That's right.

2 Who stayed in Michael's room?

WOMAN: Who stayed in your room with you?
 BOY: I wanted my brother to stay with me, but he wanted his own room.
 WOMAN: Well, he's older than you so that's OK.
 BOY: Yeah, I know. Dad was in my room and my baby sister stayed with my mum.
 WOMAN: I hope she didn't cry too much!
 BOY: She did! She cries a lot!

3 What was the weather like on Friday?

BOY: Last Friday I saw something amazing!
 WOMAN: Oh? What was that?
 BOY: Well, it was windy in the morning but then it rained a lot and there was the most beautiful rainbow I've ever seen in the sky.
 WOMAN: Wow! You're lucky! We just had a lot of fog here.
 BOY: I know. My friend told me that, too.

4 Which food did Michael eat every day for breakfast?

WOMAN: Was the food nice?
 BOY: Yes, it was wonderful. Everyone's favourite meal was breakfast.
 WOMAN: Why was that?
 BOY: They had some really nice yoghurt. Dad ate that. And Mum had bread and eggs for breakfast.
 WOMAN: Did you have the same?
 BOY: I had the honey. It was really delicious so I had that with bread every morning.

5 What did Michael lose?

WOMAN: You didn't send me a postcard, Michael.
 BOY: I got you one and I wanted to send it to you.
 WOMAN: So what happened?
 BOY: Well, when I was walking to the post office with my brother, he dropped his phone and keys.
 WOMAN: Oh no!
 BOY: Yes, and while I was picking them up for him, it fell out of my pocket into the river. Sorry . . .

Now listen to Part 4 again.

[The recording is repeated.]

That is the end of Part 4.

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

BOY: I'd like to colour this picture. Is that OK?
 WOMAN: Yes, that's fine, David. Can you see the puppies in the picture?

BOY: Aha . . . there are two. And the little one that's running across the grass looks like a naughty one!
 WOMAN: I agree. Colour that one green.
 BOY: OK. I'm doing that now.

Can you see the green puppy? This is an example. Now you listen and colour and write.

1

BOY: I'd like to colour one of those birds now, I think.
 WOMAN: Of course! Colour the largest one. How about blue for that?
 BOY: OK. I've got that colour right here.
 WOMAN: That's very pretty!
 BOY: Thanks!

2

BOY: OK. Shall I colour something else now?
 WOMAN: Yes, please. I want you to colour the backpack now.
 BOY: All right! Which colour can I use for that?
 WOMAN: Well, how about purple?
 BOY: Can I do it orange? That's my favourite colour!
 WOMAN: Yes, that's fine.

3

BOY: There's a big box below the apple tree. Can I write something on the front of it?
 WOMAN: Yes, write the word 'wood' on it below the word 'fire', because that's what's in that box, actually.
 BOY: Sure. I can do that. And there's a box under the table too. Has it got the same thing in it?
 WOMAN: No, that's got all the plastic picnic cups and plates in it.

4

BOY: The butterfly's beautiful. Can I colour that red?
 WOMAN: The one flying near the boy who's all alone under the tree?
 BOY: Not that one . . . the one that the girl's taking a photo of. It's really nice.
 WOMAN: Yes, it is. OK.
 BOY: I'm going to colour it now.
 WOMAN: Great. Thanks. It looks lovely!

5

WOMAN: Do you see the bag on the table? I want you to colour that now.
 BOY: The one next to the pizza?
 WOMAN: No . . . the one near the glass bottles.
 BOY: Oh, OK. I see it now. Actually, can I write something on it?
 WOMAN: All right. How about writing the word 'cookies' on the front?
 BOY: Mmm . . . that's making me hungry now!
 WOMAN: It's a great picture now. Thanks.

Now listen to Part 5 again.

[The recording is repeated.]

That is the end of the Flyers Listening Test.

Reading and Writing

Part 1 (10 marks)

1 a mechanic 2 trainers 3 butter
 4 pyjamas 5 an actor 6 an olive 7 sugar
 8 an astronaut 9 gloves 10 a waiter

Part 2 (5 marks)

1 A 2 E 3 G 4 B 5 F

Part 3 (6 marks)

1 suddenly 2 friendly 3 keep 4 use
 5 collect 6 William gets a pet

Part 4 (10 marks)

1 actually 2 around 3 those 4 bigger
 5 all 6 for 7 along 8 If 9 other
 10 learn

Part 5 (7 marks)

1 car 2 a/the man 3 (seeing) the band
 4 (very) excited 5 behind the stage
 6 took (lots of) photos 7 the best seats

Part 6 (5 marks)

1 because/as 2 play 3 insects 4 have/'ve
 5 not/n't

Part 7 (5 marks)

There are 5 marks available for this part. Please see the Starters, Movers and Flyers 2018 handbook for teachers for details of how marks are awarded and examples of candidate responses at different levels. Two possible answers have been provided here.

Possible answer 1 A boy in the desert is frightened by a monster. Then he sees it is camels. Finally he rides a camel.

Possible answer 2 A boy in the desert thought he saw a monster. But it wasn't a monster, it was actually some camels. A man invited the boy to ride on one of the camels.

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.			
	Candidate enters.	<p>Hello. My name's <i>Jane/ Ms Smith</i>.</p> <p>What's your name?</p> <p>What's your surname?</p> <p>How old are you, *?</p>	<p>Hello.</p> <p>(name)</p> <p>(surname)</p> <p><i>eleven</i></p>	<p>Is your name (child's name)?</p> <p>What's your family name?</p> <p>Are you <i>eleven</i>?</p>
1	<p>Shows candidate both Find the Differences pictures.</p> <p>Points to the penguins in each picture.</p> <p>Describes things without pointing.</p>	<p>Now, here are two pictures. My picture is nearly the same as yours, but some things are different.</p> <p>For example, in my picture two penguins are by the water, but in your picture there is only one penguin by the water. OK?</p> <p>I'm going to say something about my picture. You tell me how your picture is different.</p> <p>In my picture, there's a tree behind the house. It's smaller than the house.</p> <p>In my picture, the boy on the snowboard isn't wearing gloves.</p> <p>In my picture, the dog is lying in the snow.</p> <p>In my picture, there's some traffic on the road.</p> <p>In my picture, there's a girl holding a hat. She's wearing boots.</p> <p>In my picture, there's an eagle flying in the sky. It's on the left.</p>	<p><i>In my picture, the tree is bigger than the house.</i></p> <p><i>In my picture, the boy's wearing gloves.</i></p> <p><i>In my picture, the dog's running in the snow.</i></p> <p><i>In my picture, there's no traffic on the road.</i></p> <p><i>In my picture, she's wearing trainers.</i></p> <p><i>In my picture, the eagle's on the right.</i></p>	<p>1. Point at relevant difference(s).</p> <p>2. Repeat statement.</p> <p>3. Ask back-up question.</p> <p>Is the tree behind the house small?</p> <p>Is the boy on the snowboard wearing gloves?</p> <p>What's the dog doing?</p> <p>Can you see any traffic on the road?</p> <p>What's the girl wearing?</p> <p>Where's the eagle?</p>
2	<p>Shows candidate both art class information pages. Then points to candidate's information page.</p> <p>Points to the boy on candidate's information page. Asks the questions.</p>	<p>John and Daisy both go to an art class. I don't know anything about John's art class, but you do. So I'm going to ask you some questions.</p> <p>What's the teacher's name?</p> <p>When is the class?</p> <p>How many students are there in the class?</p> <p>Is John a good artist?</p> <p>What does he like painting?</p>	<p><i>(It's) Miss Bird.</i></p> <p><i>(on) Saturday</i></p> <p><i>ten</i></p> <p><i>(Yes, he's) very good.</i></p> <p><i>(He likes painting) people.</i></p>	<p>Point at the information if necessary.</p>

* 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:
	<p>Points to the girl on candidate's information page.</p> <p>Responds using information on examiner's information page.</p>	<p>Now you don't know anything about Daisy's art class, so you ask me some questions.</p> <p>It's Mr Black.</p> <p>There are eight.</p> <p>on Friday</p> <p>She likes painting animals.</p> <p>She's not bad.</p>	<p><i>What's the teacher's name?</i></p> <p><i>How many students are there (in the class)?</i></p> <p><i>When is the class?</i></p> <p><i>What does she like painting?</i></p> <p><i>Is she a good artist?</i></p>	<p>Point at information cues if necessary.</p>
3	<p>Shows candidate Picture Story. Allows time to look at the pictures.</p>	<p>These pictures tell a story. It's called 'Vicky's strange day'.</p> <p>Just look at the pictures first.</p> <p>Vicky's mum is a doctor. She's saying to Vicky, 'I've got to go to work. Be quick! You're late for school!'</p> <p>Now you tell the story.</p>	<p><i>Vicky is running to her school.</i></p> <p><i>She's fallen over. She's crying because her leg hurts.</i></p> <p><i>A teacher is coming to help her.</i></p> <p><i>Now the teacher is taking Vicky to the hospital.</i></p> <p><i>Now a doctor is looking after Vicky – and the doctor is her mum! Now Vicky feels better and she's smiling.</i></p>	<p>What is Vicky doing?</p> <p>Why is Vicky crying?</p> <p>Who's coming to help her?</p> <p>Where's Vicky now?</p> <p>Who is looking after Vicky?</p> <p>How does Vicky feel now?</p>
4	<p>Puts the pictures away and turns to the candidate.</p>	<p>Now let's talk about your best friend.</p> <p>What's your best friend's name?</p> <p>Where do you see him/her?</p> <p>Is he/she tall or short?</p> <p>What do you like doing with your friend?</p> <p>Tell me about your best friend's family.</p>	<p><i>He's/She's called . . .</i></p> <p><i>(at) school</i></p> <p><i>He's/She's tall.</i></p> <p><i>playing computer games</i></p> <p><i>He/She lives with his/her mum and dad.</i></p> <p><i>They live in . . .</i></p> <p><i>They've got two cats.</i></p>	<p>Is your best friend's name . . . ?</p> <p>Do you see him/her at school?</p> <p>Is he/she tall?</p> <p>Do you like playing computer games with him/her?</p> <p>Who does he/she live with?</p> <p>Where do they live?</p> <p>Have they got any pets?</p>
		<p>OK, thank you, *.</p> <p>Goodbye.</p>	<p><i>Goodbye.</i></p>	

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

Test 2 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 David and the boy sitting by the fire, playing a drum
- 2 Katy and the girl in pyjamas, looking unhappy
- 3 George and the boy with a torch, going into a cave
- 4 Helen and the girl lying by the pond, with her elbows on a rock
- 5 Betty and the girl with curly hair, cooking by the fire

Part 2 (5 marks)

- 1 Frank 2 fixing bikes/bicycles 3 (cycle) paths
- 4 (a) helmet 5 races

Part 3 (5 marks)

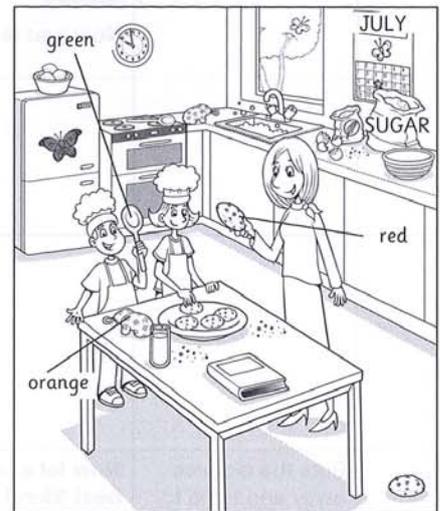
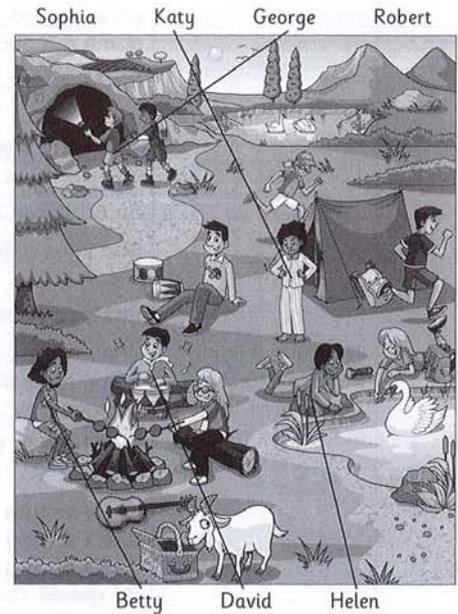
- 1 gate – G (museum)
- 2 taxi – D (factory)
- 3 shelf – E (hotel)
- 4 flag – B (stadium)
- 5 painting – A (hospital)

Part 4 (5 marks)

- 1 C 2 B 3 B 4 B 5 C

Part 5 (5 marks)

- 1 Colour the oven glove on the table – orange
- 2 Write JULY on the calendar
- 3 Colour the cookie that the woman is holding – red
- 4 Write SUGAR on the bag on the counter next to the bowl
- 5 Colour the spoon that the boy is holding – green



TRANSCRIPT *Hello. This is the Cambridge Assessment English Flyers Listening Test.*

Part 1 Listen and look. There is one example.

BOY: I took this photo when we went camping last weekend, Mr Whistle.

MAN: It looks fun! Do you know all these people?

BOY: Yes, I do. They're my friends. The girl who's running is Sophia.

MAN: I like her baseball cap.

BOY: She has lots of them. She's wearing the blue one – that's her favourite.

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

MAN: And who's that boy who's sitting by the fire?

BOY: The boy? Oh, that's David. This was his first time that he went camping.

MAN: Did he play that drum a lot?

BOY: Yes, he was very noisy, but he was funny.

MAN: Someone near the tent looks unhappy about the noise!

BOY: The girl in the pyjamas? Yes, that's Katy. She wanted to stay in bed and sleep.

MAN: Why? Was she tired?

BOY: Yes, because she stayed up late the night before to see the stars.

MAN: There are two boys who are going into the cave. I think I know one of those boys.

BOY: Do you mean the one with the rucksack?
 MAN: No, not him. The boy with the torch.
 BOY: That's George. He lives in my street.
 MAN: Oh, yes. I do know him.

MAN: Is your friend Helen here?
 BOY: Yes, she's lying down near the pond.
 MAN: Is she the one who's giving food to the swan?
 BOY: No, she's got her elbows on a rock. She's really friendly.

BOY: Have you ever met my friend Betty?
 MAN: I don't think so. Is she here?
 BOY: Yes, she's cooking burgers at the fire.
 MAN: Has she got curly hair?
 BOY: Yes, that's her. She actually burnt our food a bit! But we didn't mind.

Now listen to Part 1 again.

[The recording is repeated.]

That is the end of Part 1.

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

BOY: Hi, Grandma.
 WOMAN: Hi, William. How are you?
 BOY: Great. I went to the cycling club after school today.
 WOMAN: Do you go every week?
 BOY: Yes, it's on Mondays from 3 until 5 o'clock.

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

WOMAN: Do any of your classmates go to the club, too?
 BOY: One of them does. He was in the club before me and invited me to join.
 WOMAN: Do I know him?
 BOY: Yes, it's Frank.
 WOMAN: And what do you learn at the cycling club?
 BOY: A lot!
 WOMAN: Do you learn about safe cycling?
 BOY: Sometimes, but today we learnt about fixing bikes.
 WOMAN: So, can you repair everything?
 BOY: No problem!
 WOMAN: Fantastic! . . . Does your club go cycling on the roads?
 BOY: No. We go to a park, where we cycle on paths.
 WOMAN: I see. That sounds great.
 BOY: Yes. It's amazing there.
 WOMAN: Does the club have bikes you can use?
 BOY: No, it doesn't, actually. You have to bring a bike.
 WOMAN: Do you have to wear a special jacket?
 BOY: We can if we want, but everyone has to put on a helmet.
 WOMAN: That's very important. . . . What else do you do at the club?

BOY: Well, at the end of the year we have a party with races. It's really fun.
 WOMAN: Have you ever won?
 BOY: Yes, once. I love cycling!

Now listen to Part 2 again.

[The recording is repeated.]

That is the end of Part 2.

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

Where did Uncle Harry take each of these photos?

GIRL: Hi, Uncle Harry, did you have a good trip?
 MAN: Yes I did, Emma.
 GIRL: Did you fly there?
 MAN: Yes, and then I took a train to the city. But I was tired and I went to sleep!
 GIRL: Oh dear! Did you wake up at the right time?
 MAN: Yes, I was lucky! When I woke up, I saw these beautiful flowers in the railway station. I was surprised, so I took a photo.

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

GIRL: Where did you take this photo?
 MAN: Oh, that was in my hotel room.
 GIRL: But why did you take a picture of a shelf?
 MAN: I need one for my magazines at home, and I liked this one, so I took a picture of it.
 GIRL: I like it, too. I'd like one of those in my bedroom.
 MAN: One day I went to the theatre and saw a very good concert.
 GIRL: Did you go there in this taxi?
 MAN: No, I travelled in that when I went to a chocolate factory the next day.
 GIRL: Why did you take this picture?
 MAN: Well, the driver was very friendly.
 GIRL: You took a picture of a painting! Did you visit an art museum?
 MAN: That's actually a funny story. At the hotel, I dropped something heavy on my toe! I thought it was broken!
 GIRL: Oh no! Did you go to the hospital?
 MAN: Yes, and that's where I saw this. Looking at something so lovely made me feel a little better.
 GIRL: Are you OK now?
 MAN: Oh yes. Fine. Silly me!
 GIRL: I like this photo of a flag. Where did you take it?
 MAN: I went to a castle which had a lot of flags. But I took this on a different day, in front of a stadium. A lot of people were going in. I think there was something happening inside.
 GIRL: I can see the colours really well.

GIRL: And where did you take this picture, Uncle Harry?
 MAN: Well, I went to a very nice village. There was a museum there, and I really enjoyed visiting that.
 GIRL: Was this special gate outside?
 MAN: Yes. It was painted gold and it looked beautiful in the sun.

Now listen to Part 3 again.

[The recording is repeated.]

That is the end of Part 3.

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

What does Mrs Silver design in her job?

GIRL: Hi, Mrs Silver. For my homework, I have to ask a grown-up about their job. Can I ask you?
 WOMAN: Of course!
 GIRL: I know you're an engineer, but what do you design? Is it motorways?
 WOMAN: No, bridges. In the future I'd like to design skyscrapers because they're very exciting.
 GIRL: Wow!

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

1 *What was Mrs Silver's favourite subject at school?*

GIRL: When did you decide to be an engineer, Mrs Silver?
 WOMAN: At school.
 GIRL: You design things, so my guess is that your favourite subject was . . . art!
 WOMAN: I liked that, a lot, but I enjoyed geography the most.
 GIRL: Did your friends like it, too?
 WOMAN: No. They all preferred science.

2 *Who else in Mrs Silver's family works as an engineer?*

WOMAN: I'm not the only engineer in my family.
 GIRL: Oh really? Is your husband an engineer?
 WOMAN: No. But my sister is. She's just a few years older than I am.
 GIRL: And my older brother is studying to be an engineer. He wants to design robots.

3 *What time does Mrs Silver start work?*

GIRL: Mrs Silver, do you start work early in the morning?
 WOMAN: Well, I always get to my office at 8:00, but sometimes our meetings don't start until 8:30.
 GIRL: And when do you leave the house?
 WOMAN: Around 7:30, after taking the dog for a walk.

4 *What is Mrs Silver going to do tomorrow?*

GIRL: Do you have lots of meetings, Mrs Silver?
 WOMAN: Yes, I do. When we build new bridges and improve old ones, there's a lot to talk about! But not tomorrow.
 GIRL: Why not?
 WOMAN: I'm going to teach a class at the university, which I really enjoy. I went to the library to prepare for it last week.

5 *Which bridge is Mrs Silver working on now?*

GIRL: I saw that old bridge in the forest. The one that's made of wood. It's lovely now that you've repaired it.
 WOMAN: Thank you, I agree! I also enjoyed working on the bridge over the motorway.
 GIRL: What are you working on now?
 WOMAN: A new bridge. It'll be easier for people to get to the island.
 GIRL: That sounds brilliant! Thanks for helping me with my homework.
 WOMAN: No problem!

Now listen to Part 4 again.

[The recording is repeated.]

That is the end of Part 4.

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

BOY: This looks like our kitchen! I like it.
 WOMAN: Me too! Well, would you like to colour some of this picture?
 BOY: Sure! There's a butterfly on the fridge. Can I colour it?
 WOMAN: Yes. What colour?
 BOY: Can I make it purple?
 WOMAN: Great idea. I like that colour.
 BOY: So do I.

Can you see the purple butterfly? This is an example. Now you listen and colour and write.

1

BOY: What else can I colour?
 WOMAN: Well, I can see some gloves. The kind that you wear when you use the oven. How about one of those?
 BOY: OK. The one on the table, near the plate?
 WOMAN: Yes, please.
 BOY: And can I make it orange?
 WOMAN: Sure, use that colour.

2

WOMAN: What about writing something now?
 BOY: OK. What would you like me to write?
 WOMAN: Can you please write a month on the calendar?

- BOY: OK. Can I write 'July'? That's when my birthday is.
 WOMAN: Mine too! Excellent.
- 3
- WOMAN: Next, please colour a cookie.
 BOY: Which one? The one the woman is holding?
 WOMAN: Yes. Can you make it red?
 BOY: OK. I can also see a cookie on the floor.
 WOMAN: Yes, I can see it, too. But don't colour that one.
- 4
- BOY: Can I write another word now? I like writing.
 WOMAN: Sure. Do you see the bag near the striped bowl?
 BOY: Yes. I think the children forgot to put it in the cupboard.
 WOMAN: I think so too. Write 'sugar' on it.
 BOY: OK, I think they used that to make the cookies.
 WOMAN: I'm sure they did.
- 5
- WOMAN: Would you like to colour a spoon now? Perhaps the one on the cooker?
 BOY: It's very small. Could I colour the one in the boy's hand?
 WOMAN: OK. Do you like green?
 BOY: I love that colour.
 WOMAN: Me too. Do it that colour. There! You've finished!
 BOY: I like it now. What do you think?
 WOMAN: I think it looks great. Thanks for your help.
 BOY: You're welcome! It was fun.

Now listen to Part 5 again.

[The recording is repeated.]

That is the end of the Flyers Listening Test.

Reading and Writing

Part 1 (10 marks)

- 1 a king 2 olives 3 geography 4 sugar
 5 a waiter 6 maths 7 pizza
 8 an astronaut 9 art 10 a film star

Part 2 (5 marks)

- 1 F 2 H 3 A 4 G 5 D

Part 3 (6 marks)

- 1 important 2 turned 3 borrow 4 office
 5 texts 6 Katy needs to talk to her friends

Part 4 (10 marks)

- 1 There 2 its 3 where 4 who 5 use
 6 ridden 7 between 8 than 9 move
 10 Many

Part 5 (7 marks)

- 1 high (above the clouds)
 2 (two/some) (white) eggs 3 (right) hand
 4 (deep) cave 5 (huge) (brown) bear
 6 some/the grass 7 mum/mother/mummy

Part 6 (5 marks)

- 1 to 2 put/tried/pulled 3 sat/lay 4 were
 5 of

Part 7 (5 marks)

There are 5 marks available for this part. Please see the Starters, Movers and Flyers 2018 handbook for teachers for details of how marks are awarded and examples of candidate responses at different levels. Two possible answers have been provided here.

Possible answer 1 A little girl is giving her plant some water, but the goat eats it! Her big sister puts another plant in the garden and closes the gate. In the morning, the little sister is very happy!

Possible answer 2 A little girl waters a little plant in the garden. A goat comes through the open gate and eats it! Her sister is angry. She puts another plant in the ground and closes the gate. In the morning, the little girl is surprised. 'Look at my lovely big plant! It has grown a lot!' she says.

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.			
	Candidate enters.	<p>Hello. My name's Jane/ Ms Smith.</p> <p>What's your name?</p> <p>What's your surname?</p> <p>How old are you, *?</p>	<p>Hello.</p> <p>(name)</p> <p>(surname)</p> <p>eleven</p>	<p>Is your name (child's name)?</p> <p>What's your family name?</p> <p>Are you eleven?</p>
1	<p>Shows candidate both Find the Differences pictures.</p> <p>Points to the smaller drums in each picture.</p> <p>Describes things without pointing.</p>	<p>Now, here are two pictures. My picture is nearly the same as yours, but some things are different.</p> <p>For example, in my picture the smaller drums are green, but in your picture they're red. OK?</p> <p>I'm going to say something about my picture. You tell me how your picture is different.</p> <p>In my picture, the guitars on the wall are different.</p> <p>In my picture, the teacher has got a beard.</p> <p>In my picture, there's a poster of a building on the wall.</p> <p>In my picture, the girl with the violin is wearing a blue belt.</p> <p>In my picture, there's a laptop on the rug.</p> <p>In my picture, four children are playing instruments.</p>	<p><i>In my picture, the guitars are the same.</i></p> <p><i>In my picture, he's got a moustache.</i></p> <p><i>In my picture, there's a poster of a pop star on the wall.</i></p> <p><i>In my picture, her belt is yellow.</i></p> <p><i>In my picture, there's a magazine on the rug.</i></p> <p><i>In my picture, five children are playing instruments.</i></p>	<p>1. Point at relevant difference(s).</p> <p>2. Repeat statement.</p> <p>3. Ask back-up question.</p> <p>Do the guitars look different?</p> <p>Has the teacher got a beard?</p> <p>What can you see on the poster?</p> <p>What colour is the girl's belt?</p> <p>What's on the rug?</p> <p>How many children are playing instruments?</p>
2	<p>Shows candidate both car information pages. Then points to candidate's information page.</p> <p>Points to the car on the left on candidate's information page.</p> <p>Asks the questions.</p>	<p>Katy and Robert are friends. Their mums have just bought cars. I don't know anything about Katy's mum's car, but you do. So I'm going to ask you some questions.</p> <p>What colour is the car?</p> <p>How old is it?</p> <p>How many doors has it got?</p> <p>Where's the car now?</p> <p>Was it cheap or expensive?</p>	<p><i>(It's) silver.</i></p> <p><i>two years old</i></p> <p><i>three</i></p> <p><i>at home</i></p> <p><i>(It was) cheap.</i></p>	<p>Point at the information if necessary.</p>

* 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:
	<p>Points to the the car on the right on candidate's information page.</p> <p>Responds using information on examiner's information page.</p>	<p>Now you don't know anything about Robert's mum's car, so you ask me some questions.</p> <p>It's black.</p> <p>It's got five.</p> <p>six months old</p> <p>It was expensive.</p> <p>It's at the station.</p>	<p><i>What colour is the car?</i></p> <p><i>How many doors has it got?</i></p> <p><i>How old is it?</i></p> <p><i>Was it cheap or expensive?</i></p> <p><i>Where is it now?</i></p>	<p>Point at information cues if necessary.</p>
3	<p>Shows candidate Picture Story. Allows time to look at the pictures.</p>	<p>These pictures tell a story. It's called 'The goat and the coconuts'.</p> <p>Just look at the pictures first.</p> <p>Alex and Lucy want to get some coconuts. The coconut tree is very tall so Alex is bringing a chair.</p> <p>Now you tell the story.</p>	<p><i>Alex still can't get the coconuts. A goat's watching him.</i></p> <p><i>The goat's hitting the tree with its head. Some coconuts are falling.</i></p> <p><i>Now Alex and Lucy have a lot of coconuts. They're very happy.</i></p> <p><i>Alex is drinking from a coconut. Lucy's eating some coconut and giving some to the goat.</i></p>	<p>1. Point at the pictures.</p> <p>2. Ask questions about the pictures.</p> <p>Can Alex get the coconuts now? What's watching Alex?</p> <p>What's the goat doing?</p> <p>How are Alex and Lucy feeling? Why?</p> <p>What are the children doing now?</p>
4	<p>Puts the pictures away and turns to the candidate.</p>	<p>Now let's talk about your school.</p> <p>How many children are there in your class?</p> <p>What time does school start?</p> <p>What subject do you like best?</p> <p>What games do you play at school?</p> <p>Tell me about your best friend at school.</p>	<p><i>thirty</i></p> <p><i>(at) 7:30</i></p> <p><i>science</i></p> <p><i>football</i></p> <p><i>His/Her name's . . .</i></p> <p><i>He/She sits next to me.</i></p> <p><i>He's/She's ten years old.</i></p>	<p>Are there thirty children in your class?</p> <p>Does school start at 7:30?</p> <p>Do you like science best?</p> <p>Do you play football at school?</p> <p>What's his/her name?</p> <p>Does he/she sit next to you?</p> <p>How old is he/she?</p>
		<p>OK, thank you, *.</p> <p>Goodbye.</p>	<p>Goodbye.</p>	

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

Test 3 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Harry and the boy in a striped T-shirt, with a hockey stick
- 2 George and the boy with flowers in his rucksack
- 3 Katy and the girl in sunglasses, holding a cushion
- 4 Sophia and the girl with very curly hair, meeting her mum
- 5 Sarah and the businesswoman with straight, blond hair

Part 2 (5 marks)

- 1 cousin 2 stadium 3 beetles 4 Bodley 5 Saturday

Part 3 (5 marks)

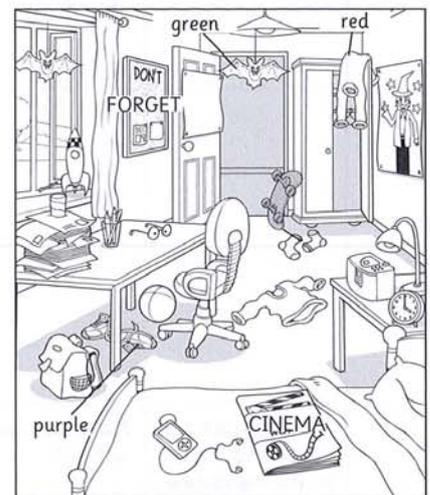
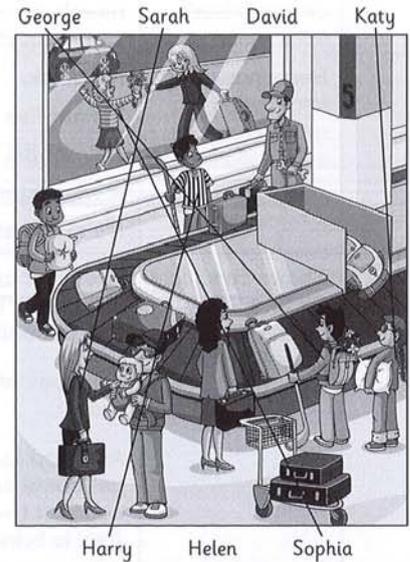
- 1 puzzle – F (oven)
- 2 ring – H (bin)
- 3 necklace – B (swing)
- 4 diary – E (toy truck)
- 5 chess – D (balcony)

Part 4 (5 marks)

- 1 B 2 C 3 B 4 A 5 C

Part 5 (5 marks)

- 1 Colour the sweater on the cupboard door – red
- 2 Write CINEMA on the magazine on the bed
- 3 Colour the bat under the light – green
- 4 Colour the shoe on the right – purple
- 5 Write FORGET on the poster near the window



TRANSCRIPT *Hello. This is the Cambridge Assessment English Flyers Listening Test.*

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

WOMAN: This is an interesting photo.

GIRL: Thanks. I took it last week. My uncle David works at the airport and I went to work with him one day.

WOMAN: Is your uncle in the photo?

GIRL: Yes. Look. He's there in a baseball cap. He's a mechanic and he had to fix a problem with a machine.

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

GIRL: Do you know something amazing? I know a lot of the people in this photo?

WOMAN: Really?

GIRL: Yes. Can you see my friend Harry? He's a hockey player and he was coming back from a trip with his team.

WOMAN: The boy in the striped T-shirt?

GIRL: Yes, that's right.

WOMAN: Do you know that child who's carrying a backpack?

GIRL: Is it orange?

WOMAN: No, not that one. The one that I mean has got some flowers in it.

GIRL: Oh, that's George. Those were a present for his grandma.

WOMAN: Why is that girl carrying a cushion?

GIRL: The girl who's wearing sunglasses?

WOMAN: Yes.

GIRL: That's my friend's little sister Katy. She takes that everywhere.

WOMAN: That's a good idea. Then she can sleep on it on the plane.
 GIRL: Yes, she can.

WOMAN: Are any more of your friends in this photo?
 GIRL: Yes. Can you see the girl with really curly hair?
 WOMAN: Is she meeting her mom?
 GIRL: That's right. Her name's Sophia. Her mom had to visit her family in another country and she was away for a long time.
 WOMAN: Was your friend pleased to see her?
 GIRL: Yes, very.

GIRL: There's one more person that I know in the photo.
 WOMAN: Which one?
 GIRL: Her name's Sarah. She lives in our street. She has an important job in business and she travels a lot.
 WOMAN: Has she got dark hair?
 GIRL: No. It's blond and straight. She's really friendly. She gave me a lift home.
 WOMAN: Great!

Now listen to Part 1 again.

[The recording is repeated.]

That is the end of Part 1.

Part 2 Listen and look. There is one example.

MAN: Hello, Richard. It's Grandpa. I'm phoning to invite you to come and stay with me.
 BOY: That's great. When can I come?
 MAN: Are you going to be busy next weekend?
 BOY: No, I'm not.
 MAN: Right. Come then.

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

MAN: I'm so happy that you can come to see me.
 BOY: Is anyone else going to come, too, Grandpa?
 MAN: Yes. I invited your cousin.
 BOY: Emma? Brilliant! We're the same age.
 MAN: I know . . . How will you get here?
 BOY: I'm sure that Dad will bring me.
 MAN: Good. I have to go into town on Friday afternoon, so I'll meet you there.
 BOY: OK. Shall we meet at the station?
 MAN: It's difficult to stop there. Let's meet at 5 o'clock in the car park outside the stadium. That's easier.
 BOY: OK. I'll tell Dad . . . Are we going to do anything exciting at the weekend, Grandpa?
 MAN: Well, how about going to a museum?
 BOY: That sounds great. Can we see dinosaurs?
 MAN: That part of the museum's closed at the moment. But they're showing something really interesting about beetles.

BOY: Where are they from?
 MAN: Countries all around the world.
 BOY: And what's the name of the museum?
 MAN: It's called the Bodley Museum.
 BOY: OK. I'll write that down so I can tell Mum and Dad. Is it B-O-D-L-E-Y?
 MAN: Yes, that's right.
 BOY: Are we going to go there on Sunday?
 MAN: It's not open then, so we'll go on Saturday.
 BOY: OK. And then can we go for a pizza after that?
 MAN: Yes, if you like. Looking round museums makes you feel hungry!
 BOY: Thanks, Grandpa. See you soon!
 MAN: Bye, Richard.

Now listen to Part 2 again.

[The recording is repeated.]

That is the end of Part 2.

Part 3 Listen and look. There is one example.

Holly went to a birthday party yesterday. Where did Holly and her friends find each of these presents at the party?

MAN: Did you enjoy your friend's birthday party, Holly?
 GIRL: Yes. We played a really good game.
 MAN: What was that?
 GIRL: Well, my friend's parents hid presents for us in different places in the house. We had to find them.
 MAN: How many presents were there?
 GIRL: Six – one for each of us. My present was a bracelet and do you know where I found it?
 MAN: Where?
 GIRL: On a shelf in the bathroom!

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

GIRL: My friend Daisy got a really nice present.
 MAN: What was that?
 GIRL: Well, she loves dressing up, so her present was a pretty necklace. It was made of glass.
 MAN: And where did she find it?
 GIRL: She looked for a long time but it was under the swing in the garden.
 MAN: So the presents were inside and outside?
 GIRL: That's right.

MAN: Were all the presents something to wear?
 GIRL: Not all of them. But there was a ring.
 MAN: Was that difficult to find?
 GIRL: Yes, it was in my friend's bedroom.
 MAN: Where was it – under her bed?
 GIRL: No, we couldn't believe it. It was in the bin!

MAN: Were any boys at the party?
 GIRL: Yes, my friend's brother was there.
 MAN: Where did he find his present?
 GIRL: Well, it was a little plastic chess game that you can play when you're travelling. His parents put it on the balcony.
 MAN: Did you play with it when you found it?
 GIRL: No. We were too busy!

GIRL: And another boy got a great present. It was in the kitchen.
 MAN: What was that?
 GIRL: A puzzle with a fantastic picture of a jungle on it. Guess where it was.
 MAN: Erm . . . in the fridge?
 GIRL: Well, it was a silly place like that. It was in the oven!
 MAN: Was it on?
 GIRL: No. It was cold!

MAN: And did your friend get a present on her birthday?
 GIRL: Yes. She wanted a diary so she got one of those.
 MAN: Did she find it quickly?
 GIRL: No because her mom and dad put it under her bed, but her little brother moved it.
 MAN: So where did she find it?
 GIRL: Well we all searched and searched and, in the end, we found it in his toy truck.
 MAN: So, now your friend can write about that in it, can't she?
 GIRL: Yes, she can!

Now listen to Part 3 again.

[The recording is repeated.]

That is the end of Part 3.

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

Where did Michael's class go camping?

WOMAN: Did you have a good camping trip, Michael?
 BOY: Yes, thanks Mrs Winter.
 WOMAN: Were you near the ocean?
 BOY: No, in the mountains. There wasn't a village anywhere near.
 WOMAN: That sounds exciting!

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

1 Where did the children get water for washing?

WOMAN: Did you take water with you to drink?
 BOY: Yes, the mountain animals drink from a large lake but we didn't want to do that! And it was really deep so it was a bit dangerous.
 WOMAN: And what about washing?
 BOY: Well, there was a waterfall but we couldn't really get to it.

WOMAN: So, what did you do?
 BOY: There was a stream, so we got water from that.

2 Where did Michael sleep?

WOMAN: Did you all sleep in a tent?
 BOY: Well, you could do that. Or there was a building that you could sleep in.
 WOMAN: What did you do?
 BOY: The weather was really warm so we slept outside under the stars.
 WOMAN: Fantastic!

3 What job did Michael do?

WOMAN: Did you all have jobs to do?
 BOY: Yes, some children washed all the plates after dinner but I didn't want to do that.
 WOMAN: What did you do?
 BOY: We needed lots of wood for the fire. I helped to fetch that.
 WOMAN: Did the teachers use that for cooking?
 BOY: Yes.

4 What did Michael have for dinner on the first night?

WOMAN: And what did you have for dinner on the first night?
 BOY: The teachers made some soup, so I had a bowl of that first.
 WOMAN: Anything else?
 BOY: Well, most children had noodles but I wasn't very hungry, so I had a sandwich that was in my bag.
 WOMAN: I can't believe that! You're always hungry!
 BOY: I know!

5 How did Michael send a message to his parents?

WOMAN: Did you speak to your parents while you were away?
 BOY: No, we couldn't use our phones in the mountains.
 WOMAN: So you couldn't text them?
 BOY: That's right. I sent them a postcard.
 WOMAN: Did they like that?
 BOY: Yes, they did.

Now listen to Part 4 again.

[The recording is repeated.]

That is the end of Part 4.

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

BOY: Look at this boy's untidy bedroom.
 MAN: It looks a bit like yours, Robert!
 BOY: (*laughs*) Shall I colour some of the things in the picture?
 MAN: OK. Can you see the skateboard?
 BOY: Yes.
 MAN: Well, colour that blue.
 BOY: OK. I'm doing that now.

Can you see the blue skateboard? This is an example. Now you listen and colour and write.

1

- BOY: What next?
 MAN: How about that sweater?
 BOY: Which one?
 MAN: The one on the cupboard door.
 BOY: Right. I'm going to do that red because that's my favourite colour.
 MAN: OK.

2

- MAN: Do you want to write something now?
 BOY: Yes, all right. I'm going to write the word 'cinema'.
 MAN: Why?
 BOY: I think that the boy is interested in that.
 MAN: Where are you going to write it?
 BOY: On that magazine on the bed.
 MAN: Yes. I think that's a good name for that.

3

- BOY: Right. Let's colour something else now.
 MAN: What colour next? Yellow?
 BOY: No, green. I'm going to colour that bat.
 MAN: The one that's under the light?
 BOY: Yes, that's right. It looks a bit scary!
 MAN: Yes, it does!

4

- BOY: This boy throws his clothes on the floor, doesn't he?
 MAN: Yes. Look, his shoes are under the desk.
 BOY: I'm going to colour one of those.
 MAN: Which one – the one on the left?
 BOY: No, the one on the right. I'm going to do it purple.
 MAN: OK.

5

- MAN: What do you think it says on that poster?
 BOY: The one near the window?
 MAN: Yes.
 BOY: I think it says, 'Don't forget'.
 MAN: You're right. Write that word and then the boy can remember all the things he has to do.
 BOY: Yes. And the first thing is to tidy his room!
 MAN: (laughs) But I don't think he will! This is a great picture now, Robert.
 BOY: Thanks.

Now listen to Part 5 again.

[The recording is repeated.]

That is the end of the Flyers Listening Test.

Reading and Writing

Part 1 (10 marks)

- 1 a key 2 a taxi 3 cushions 4 chopsticks
 5 a bicycle 6 a cooker 7 an ambulance
 8 jam 9 a motorway 10 cereal

Part 2 (5 marks)

- 1 G 2 C 3 A 4 H 5 E

Part 3 (6 marks)

- 1 smell 2 selling 3 pleased 4 scissors
 5 remember 6 Harry's beautiful flowers

Part 4 (10 marks)

- 1 tall 2 called 3 not 4 ago
 5 which 6 making 7 design 8 like
 9 most 10 from

Part 5 (7 marks)

- 1 make a model
 2 (some) information (about models)
 3 (big) (plastic) bowl
 4 (round and long) balloons 5 painted
 6 sorry 7 websites

Part 6 (5 marks)

- 1 spent/used 2 be 3 a 4 Would
 5 drive/bring/take

Part 7 (5 marks)

There are 5 marks available for this part. Please see the Starters, Movers and Flyers 2018 handbook for teachers for details of how marks are awarded and examples of candidate responses at different levels. Two possible answers have been provided here.

Possible answer 1 A boy and his mum are clapping for an actor on stage. Now they are waiting at the theatre door. They are all taking a photo together.

Possible answer 2 David and his mum were at the theatre. There was a famous actor dressed as a queen on stage. Everybody loved her and they all clapped a lot. Then Mum and David went to wait for the actor at the stage door. When she came out they all took a photo together. David was very happy.

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.			
	Candidate enters.	<p>Hello. My name's <i>Jane/ Ms Smith</i>.</p> <p>What's your name?</p> <p>What's your surname?</p> <p>How old are you, *?</p>	<p>Hello.</p> <p>(name)</p> <p>(surname)</p> <p><i>eleven</i></p>	<p>Is your name (child's name)?</p> <p>What's your family name?</p> <p>Are you <i>eleven</i>?</p>
1	<p>Shows candidate both Find the Differences pictures.</p> <p>Points to the helicopter in each picture.</p> <p>Describes things without pointing.</p>	<p>Now, here are two pictures. My picture is nearly the same as yours, but some things are different.</p> <p>For example, in my picture, the helicopter is on the hill but in your picture it's in the air. OK?</p> <p>I'm going to say something about my picture. You tell me how your picture is different.</p> <p>In my picture, the umbrella's green and white.</p> <p>In my picture, there's a man lying on a towel. He's wearing sunglasses.</p> <p>In my picture, there are four steps down to the beach.</p> <p>In my picture, no one is sitting in the striped chair.</p> <p>In my picture, the bin's empty.</p> <p>In my picture, the girl in the white T-shirt is playing with a boat.</p>	<p><i>In my picture, the umbrella's red and white.</i></p> <p><i>In my picture, the man isn't wearing sunglasses.</i></p> <p><i>In my picture, there are three steps.</i></p> <p><i>In my picture, a woman is sitting in the striped chair.</i></p> <p><i>In my picture, the bin's full.</i></p> <p><i>In my picture, she's making a sand castle.</i></p>	<p>1. Point at relevant difference(s).</p> <p>2. Repeat statement.</p> <p>3. Ask back-up question.</p> <p>What colour is the umbrella?</p> <p>Is the man on the towel wearing sunglasses?</p> <p>How many steps are there down to the beach?</p> <p>Is someone sitting in the striped chair?</p> <p>Is the bin empty?</p> <p>What's the girl in the white T-shirt doing?</p>
2	<p>Shows candidate both apartment information pages. Then points to candidate's information page.</p> <p>Points to the boy on candidate's information page. Asks the questions.</p>	<p>Robert and Emma both live in apartments. I don't know anything about Robert's apartment, but you do. So I'm going to ask you some questions.</p> <p>How many bedrooms has Robert's apartment got?</p> <p>What colour is the kitchen?</p> <p>Where is the apartment?</p> <p>Which floor is it on?</p> <p>Has Robert's apartment got a balcony?</p>	<p><i>three</i></p> <p><i>(It's) blue.</i></p> <p><i>(in) Winter Street</i></p> <p><i>(on the) fourth floor</i></p> <p><i>Yes (it has).</i></p>	<p>Point at the information if necessary.</p>

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

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Points to the girl on candidate's information page. Responds using information on examiner's information page.	Now you don't know anything about Emma's apartment, so you ask me some questions. It's in River Road. It's on the fifth floor. It's got four bedrooms. It's yellow. No, it hasn't.	<i>Where is Emma's apartment?</i> <i>Which floor is it on?</i> <i>How many bedrooms has the apartment got?</i> <i>What colour is the kitchen?</i> <i>Has the apartment got a balcony?</i>	Point at the information cues if necessary.
3	Shows candidate Picture Story . Allows time to look at the pictures.	These pictures tell a story. It's called 'A frog goes to school'. Just look at the pictures first. Charlie is walking to school. He can see a frog. The frog is jumping into his pocket. Charlie is going to take the frog to school. Now you tell the story.	<i>Charlie is in his classroom now. The teacher has seen the frog. She's saying, 'Put that frog outside!'</i> <i>The frog's outside the school now. It's sad. It's waiting for Charlie.</i> <i>Charlie's coming out of school. The frog's jumping into his pocket again.</i> <i>Charlie's going home. The frog's on the lake. Charlie's saying, 'Goodbye, frog!'</i>	1. Point at the pictures. 2. Ask questions about the pictures. Where's Charlie now? What's the teacher saying? Where's the frog now? Why is it sad? Has school finished? What's the frog doing? Where's Charlie going? What's he saying?
4	Puts the pictures away and turns to the candidate.	Now let's talk about holidays. When do you have holidays? Where do you like going on holiday? Who do you go on holiday with? What weather do you like on holiday? Tell me about what you do on holiday.	<i>(in the) summer</i> <i>(to) the beach</i> <i>my family</i> <i>sunny weather</i> <i>We go swimming.</i> <i>We eat in restaurants.</i> <i>We go shopping.</i>	Do you have holidays in the summer? Do you like going to the beach? Do you go with your family? Do you like sunny weather? Do you go swimming? Do you eat in restaurants? Do you go shopping?
		OK, thank you, *. Goodbye.	Goodbye.	

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

Pre A1 Starters, A1 Movers *and* A2 Flyers 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 thematic groups, vocabulary is also categorised by grammatical groups. 'Nouns' and 'Verbs' contain items that were *not* covered in the thematic lists. The other grammatical lists contain all relevant items.

Thematic vocabulary list

	Pre A1 Starters		A1 Movers		A2 Flyers	
Animals	animal bear bee bird cat chicken cow crocodile dog donkey duck elephant fish (s + pl) frog giraffe goat	hippo horse jellyfish lizard monkey mouse/mice pet polar bear sheep (s + pl) snake spider tail tiger zebra zoo	bat cage dolphin fly jungle kangaroo kitten lion	panda parrot penguin puppy rabbit shark snail whale	beetle butterfly camel creature dinosaur eagle extinct fur	insect nest octopus swan tortoise wild wing
The body & the face	arm body ear eye face foot/feet hair	hand head leg mouth nose smile	back beard blond(e) curly fair fat moustache	neck shoulder stomach straight thin tooth/teeth	elbow finger	knee toe
Clothes	bag baseball cap boots clothes dress glasses handbag hat jacket jeans	shirt shoe shorts skirt sock trousers T-shirt watch wear	coat helmet scarf	sweater swimsuit	belt bracelet costume crown glove necklace pajamas (UK pyjamas) pocket pyjamas (US pajamas)	ring spot spotted stripe striped sunglasses trainers umbrella uniform
Colours	black blue brown colour (US color) gray (UK grey) green grey (US gray)	orange pink purple red white yellow			gold silver spot	spotted stripe striped

	Pre A1 Starters		A1 Movers		A2 Flyers	
Family & friends	baby boy brother child/children classmate cousin dad family father friend girl grandfather grandma	grandmother grandpa kids live man/men mother mum old person/people sister woman/women young	aunt daughter granddaughter grandparent grandson	grown-up parent son uncle	husband married	surname wife
Food & drink	apple banana bean bread breakfast burger cake candy (UK sweet(s)) carrot chicken chips (US fries) chocolate coconut dinner drink eat egg fish food fries (UK chips) fruit grape ice cream	juice kiwi lemon lemonade lime lunch mango meat meatballs milk onion orange pea pear pie pineapple potato rice sausage sweet(s) (US candy) tomato water watermelon	bottle bowl cheese coffee cup glass hungry milkshake noodles pancake	pasta picnic plate salad sandwich sauce soup tea thirsty vegetable	biscuit (US cookie) butter cereal chopsticks cookie (UK biscuit) flour fork honey jam knife meal	olives pepper piece pizza salt smell snack spoon strawberry sugar taste yoghurt
Health			cold cough cry dentist doctor earache fall fine headache hospital	hurt ill matter (what's the matter?) nurse sick stomach-ache temperature tired toothache	bandage chemist(s) cut	fall over medicine x-ray
The home	apartment (UK flat) armchair bath	bathroom bed bedroom bookcase	address balcony basement blanket	downstairs dream elevator (UK lift)	brush comb cooker cushion	diary entrance envelope fridge

	Pre A1 Starters		A1 Movers		A2 Flyers	
The home (Continued)	box camera chair clock computer cupboard desk dining room doll door flat (US apartment) flower garden hall home house kitchen lamp	living room mat mirror phone picture radio room rug sleep sofa table television/TV toy tree TV/television wall watch window	floor (e.g. ground, 1st, etc.) internet lift (US elevator) message roof seat shower	stair(s) toothbrush toothpaste towel upstairs wash	gate key letter (as in mail) oven screen shampoo	shelf soap stamp step swing telephone
IT	tablet		app e-book	laptop	(open and close) a file programme (US program)	search (n) wifi
Materials	paper				card glass gold metal	plastic silver wood wool
Names	Alex Alice Ann/Anna Ben Bill Dan Eva Grace Hugo Jill	Kim Lucy Mark Matt May Nick Pat Sam Sue Tom	Charlie Clare Daisy Fred Jack Jane Jim Julia	Lily Mary Paul Peter Sally Vicky Zoe	Betty David Emma Frank George Harry Helen Holly	Katy Michael Oliver Richard Robert Sarah Sophia William
Numbers	1–20		21–100 1st–20th	hundred pair	101–1,000 21st–31st million	several thousand
Places & directions	behind between bookshop cinema end (n) here in in front of next to on	park playground shop (US store) store (UK shop) street there under zoo	above below building bus station bus stop café car park centre (US center) circle circus city/town centre (US center) farm funfair hospital library	map market near opposite place road shopping centre (US center) sports centre (US center) square station straight supermarket swimming pool town/city centre (US center)	airport bank bridge castle chemist(s) club college corner east factory fire station front get to hotel kilometre (US kilometer) left London	middle museum north over path police station post office restaurant right skyscraper south stadium straight on theatre (US theater) university way west

	Pre A1 Starters		A1 Movers		A2 Flyers	
School	alphabet	mouse	break	teach	art	maths (US math)
	answer	(computer)	homework	text	backpack	online
	ask	music	internet	website	(UK rucksack)	project
	board	number	mistake		bin	rucksack
	book	open			club	(US backpack)
	bookcase	page			college	science
	class	painting (n)			competition	scissors
	classroom	paper			dictionary	screen
	close	part			flag	shelf
	colour	pen			geography	student
	(US color)	pencil			glue	study
	computer	picture			group	subject
	correct	playground			gym	timetable
	crayons	poster			history	university
	cross	question			language	
	cupboard	read				
	desk	right (as in				
	door	correct)				
	draw	rubber				
	English	(US eraser)				
	eraser	ruler				
	(UK rubber)	school				
	example	sentence				
	find	sit				
	floor	spell				
	keyboard	stand				
	(computer)	story				
	know	teacher				
	learn	tell				
	lesson	tick				
	letter (as in	understand				
	alphabet)	wall				
	line	window				
	listen	word				
	look	write				
Sports & leisure	badminton	favourite	band (music)	net	backpack	meet
	ball	(US favorite)	CD	party	(UK rucksack)	member
	baseball	fishing	cinema	player	cartoon	online
	basketball	fly	comic	pool	channel	pop music
	bat (as sports	football	comic book	practice	chess	prize
	equipment)	(US soccer)	dance (n + v)	present	collect	programme
	beach	game	drive (n)	ride (n)	concert	(US program)
	bike	guitar	DVD	roller skates	diary	puzzle
	boat	hit	email	roller skating	drum	pyramid
	book	hobby	film (US movie)	sail	festival	quiz
	bounce	hockey	fish	score (v)	flashlight	race
	camera	jump	go shopping	skate	(UK torch)	rock music
	catch	kick (v)	goal	skip	golf	rucksack
	(e.g. a ball)	kite	holiday	sports centre	hotel	(US backpack)
	doll	listen	hop	(US center)	instrument	score (n)
	draw	music	ice skates	swim (n)	invitation	ski (n + v)
	drawing	photo	ice skating	swimming pool	join (a club)	sledge
	drive (v)	piano	kick (n)	text	magazine	snowball
	enjoy		movie (UK film)	towel	match (football)	snowboard

	Pre A1 Starters		A1 Movers		A2 Flyers	
Sports & leisure (Continued)	picture play radio read ride (v) run sing skateboard skateboarding soccer (UK football) song sport	story swim (v) table tennis take a photo/ picture television/TV tennis tennis racket throw toy TV/television walk (v) watch	video	walk (n)	snowboarding snowman stage (theatre) suitcase swing team tent torch (US flashlight)	tune tyre (US tire) umbrella violin volleyball winner
Time	afternoon birthday clock day evening in	morning night today watch year	after (prep) always before (prep) every never o'clock sometimes week weekend yesterday	Days of the week: Monday Tuesday Wednesday Thursday Friday Saturday Sunday	a.m. after (adv + conj) ago autumn (US fall) before (adv + conj) calendar century date (as in time) early end (v) fall (UK autumn) future hour how long late later midday midnight minute month p.m.	past quarter spring summer time tomorrow tonight winter Months of the year: January February March April May June July August September October November December
Toys	alien ball balloon baseball basketball bike board game boat car doll football (US soccer) game	helicopter lorry (US truck) monster motorbike plane robot soccer (UK football) teddy (bear) toy train truck (UK lorry)	model			
Transport	bike boat bus	car drive (v) fly	bus station bus stop drive (n)	driver ride (n) station	airport ambulance bicycle	fire engine (US fire truck) journey

	Pre A1 Starters		A1 Movers		A2 Flyers	
Transport (Continued)	go helicopter lorry (US truck) motorbike plane ride (v)	run ship swim train truck (UK lorry)	ticket tractor	trip	lift (ride) motorway passenger platform racing (car; bike) railway rocket	spaceship taxi timetable tour traffic wheel
Weather	sun		cloud cloudy ice rain rainbow sky	snow sunny weather wind windy	fog foggy storm	
Work	teacher		circus clown cook dentist doctor driver farmer	film (US movie) star hospital nurse pirate pop star work	actor airport ambulance artist astronaut business businessman/ woman designer engineer factory fire engine (US fire truck) fire fighter job journalist	manager mechanic meeting news newspaper office photographer pilot police officer police station queen rocket singer taxi waiter
The world around us	beach sand sea shell street	sun tree water	building city country countryside field forest grass ground island jungle lake leaf/leaves moon	mountain plant river road rock sky star town village waterfall wave world	air bridge castle cave desert Earth entrance environment exit fire future	hill land ocean planet pond pyramid space stone stream view wood

Grammatical vocabulary list

	Pre A1 Starters		A1 Movers		A2 Flyers	
Nouns	favourite (US favorite) fun name	paint thing try	age bottom difference idea inside kind laugh	machine noise outside shape shopping top treasure	adventure bit conversation design engine guess hole	information king light money postcard problem secret

	Pre A1 Starters		A1 Movers		A2 Flyers	
Nouns (Continued)					sound surprise	win zero
Verbs – regular	add clap clean complete count like look at love paint	pick up point show start stop talk try want wave	call carry change climb dress up drop dry fix help invite laugh	look for move need practise shop shout travel wait water	act agree appear arrive believe borrow camp chat cycle decide design disappear enter (a competition) explain explore fetch finish follow guess happen hate hope hurry improve invent lift	look after look like mind mix post prefer prepare pull push remember repair repeat save sound stay thank tidy touch turn turn off turn on use visit whisper whistle wish
Verbs – irregular	be can choose come do get give go to bed go to sleep	have have got hold let's make put say see would like	be called bring build buy catch (e.g. a bus) feed get dressed get off get on get undressed get up grow	have (got) to hide lose mean must put on send take take off (i.e. get undressed) teach think wake (up)	begin break burn feel find out forget go out hear keep	leave let lie (as in lie down) make sure sell speak spend take (e.g. it takes 20 minutes)
Exclamations	bye Cool! don't worry Fantastic! goodbye Great!	hello Hi! Hooray! oh dear See you! Wow!	Brilliant! fine Come on!		Amazing! Excellent! Go away! If you want!	In a minute! No problem! you're welcome

	Pre A1 Starters		A1 Movers		A2 Flyers	
Adjectives	angry beautiful big black blue brown clean closed cool correct dirty double English fantastic favourite (US favorite) fun funny good gray (UK grey) great green grey (US gray) happy her his its	long my new nice OK old open orange our paper pink purple red right (as in correct) sad scary short silly 'small sorry their ugly white yellow young your	afraid all all right asleep awake back bad best better blond(e) boring bottom brave brilliant busy careful clever cloudy cold curly dangerous different difficult dry easy exciting fair famous fat fine first frightened hot huge	hungry ill last little loud naughty pretty quick quiet round safe second sick slow square straight strong sunny surprised sweet tall terrible thin third thirsty tired weak well wet windy worse worst wrong	alone amazing bored broken cheap dark dear (as in Dear Harry) deep delicious early empty enormous enough excellent excited expensive extinct far fast foggy friendly frightening front full furry glass gold middle half hard heavy high horrible important interested interesting kind large late lazy	left (as in direction) light lovely low lucky married metal missing next noisy online plastic pleased poor popular racing (car; bike) ready rich right same several silver soft sore special spotted strange striped sure tidy unfriendly unhappy unkind untidy unusual warm wild wonderful worried
Determiners	a/an a lot of lots of many no one	some that the these this those	all another any both	every more most	a little a few each	much other such
Adverbs	a lot again here home lots no not	now really there today too very yes	all all right always back badly best	better carefully down downstairs first how	a little actually after ago already also	anywhere as as . . . as at the moment away before

	Pre A1 Starters		A1 Movers		A2 Flyers	
Adverbs (Continued)			how much	quickly	by myself	of course
			how often	quietly	by yourself	once
			inside	round	early	over
			last	second	else	perhaps
			loudly	slowly	ever	quite
			more	sometimes	everywhere	so
			most	then	far	somewhere
			near	third	fast	soon
			never	top	hard	still
			o'clock	up	how long	straight on
			off	upstairs	instead	suddenly
			often	well	just	together
			on	when	late	tomorrow
			only	worse	later	tonight
			out	worst	much	usually
			outside	yesterday	next	yet
					nowhere	
Prepositions	about	like	above	into	across	since
	at (prep of place)	next to	after	near	during	through
	behind	of	along	off	for	until
	between	on	around	on	over	without
	for	to	at (prep of time)	opposite	past	
	from	under	before	out of		
	in (prep of time)	with	below	outside		
	in front of		by	round		
			down	than		
			inside	up		
Conjunctions	and		because		after	so
	but		than		before	while
	or		when		if	
Pronouns	a lot	ours	all	nothing	anyone	much
	he	she	another	someone	anything	no-one
	her	that	any	something	each	other
	hers	theirs	both	where	enough	
	him	them	everyone	which		
	his	these	everything	who		
	I	they	more			
	it	this	most			
	its	those				
	lots	us				
	me	we				
	mine	you				
	one	yours				
Modals	can		could (as in past of can for ability)	shall would	could (for possibility)	should will
			must		may might	
Question words	how	where	how much	when	how long	
	how many	which	how often	why		
	how old	who				
	pardon	whose				
	what					