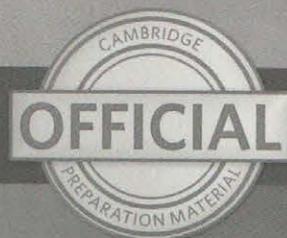


Cambridge English



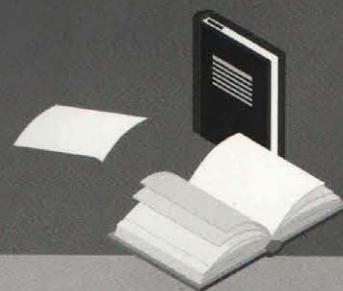
Flyers

**AUTHENTIC
EXAMINATION
PAPERS**

2



ANSWER BOOKLET



For revised exam from 2018

Cambridge English



Flyers

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EXAMINATION
PAPERS**

2

ANSWER BOOKLET

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Introduction

The *Cambridge English: Young Learners* tests offer an elementary-level testing system (up to CEFR level A2) for learners of English between the ages of 7 and 12. The tests include three key levels of assessment: *Starters*, *Movers* and *Flyers*.

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

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

	length	number of parts	number of items
Listening	approx. 25 minutes	5	25
Reading and Writing	40 minutes	7	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	completing 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 comprehension, the ability to produce an appropriate response and pronunciation.

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 *Cambridge English: Young Learners* can be obtained from:

Cambridge English Language Assessment
1 Hills Road
Cambridge CB1 2EU
United Kingdom

www.cambridgeenglish.org/help
www.cambridgeenglish.org/younglearners

Test 1 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Helen and the woman in the long jacket, turning her phone on
- 2 Robert and the man with a beard, lifting a rucksack from the belt
- 3 Michael and the man who has dropped a heavy suitcase on the floor
- 4 David and the man wearing sunglasses, standing at the back
- 5 Holly and the girl brushing her hair, speaking to a boy

Part 2 (5 marks)

- 1 Howard 2 650 3 Strong/strong 4 helmet 5 fire station

Part 3 (5 marks)

- | | |
|------------------------|-------------------------|
| 1 Richard – E (beetle) | 2 Daisy – B (eagle) |
| 3 John – D (shark) | 4 Emma – C (polar bear) |
| 5 Sarah – A (dinosaur) | |

Part 4 (5 marks)

- 1 A 2 C 3 B 4 A 5 C

Part 5 (5 marks)

- 1 Colour the circle shape on the blanket – yellow (NOT the whole blanket)
- 2 Colour the cushion with the baby on it – red
- 3 Write COATS on the board next to the drying skins
- 4 Write MILK on the bottle next to the boy drinking
- 5 Colour the bowl on the ground – brown

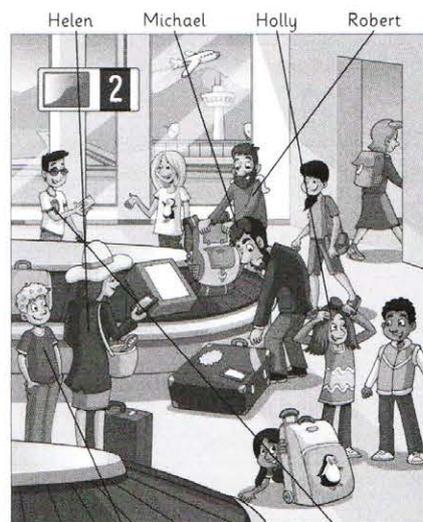
TRANSCRIPT *Hello. This is the Cambridge English Flyers Listening Test.*

Part 1 Listen and look. There is one example.

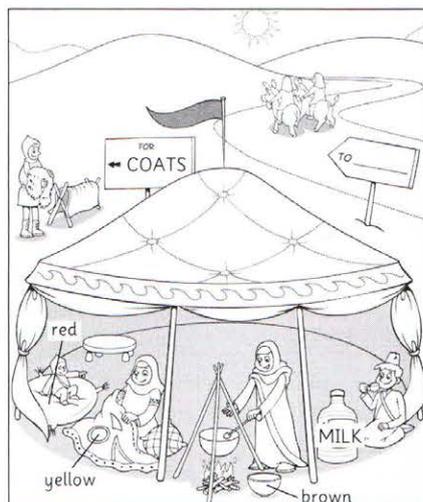
- MAN: What's this photo?
 WOMAN: Oh, it's my family at the airport when we arrived back from our holiday. We were waiting for our bags.
 MAN: Who's that boy with the curly hair?
 WOMAN: The one with his hands in his pockets?
 MAN: Yes.
 WOMAN: That's William. He's my sister's oldest boy.

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

- MAN: Is that you in the long jacket, Helen?
 WOMAN: Yes, it is.
 MAN: What were you doing?



William Betty David



- WOMAN: Well, you know you can't use your phone on a plane? I was just turning mine on again after the journey.
 MAN: Oh, I see.
 MAN: And where's your husband?
 WOMAN: Robert? He's the person with the backpack.
 MAN: He's got a beard!
 WOMAN: Yes, for the first time.
 MAN: He looks good with one.
 WOMAN: Thanks!
 MAN: That looks like a heavy suitcase.
 WOMAN: Do you mean the one with the penguin on it?
 MAN: No, the one that the man has just dropped on the floor.
 WOMAN: Oh, yes. That's my brother, Michael. He bought a lot of CDs on his holiday and then he couldn't carry them.
 MAN: Oh dear.

MAN: Is that person in sunglasses in your family?
 WOMAN: The man at the back of the picture? Yes, that's my younger brother.
 MAN: Is his name David?
 WOMAN: Yes, that's right. He was waiting for his bag. It was the last one to come off the plane.
 MAN: That's boring.
 WOMAN: Yes, it was.

MAN: Where's your daughter Holly? Is she the girl who's hiding behind the suitcase?
 WOMAN: No, I don't know that girl.
 MAN: So, is she the girl who's speaking to that boy?
 WOMAN: Yes and she's brushing her hair. She wanted to look beautiful for the photo but it was too late!
 MAN: *(laughs)*

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.*

GIRL: I'm so excited, Dad. My class is going to visit a castle next week.
 MAN: Wow! What day are you going to go, Katy?
 GIRL: On Wednesday.
 MAN: OK. You have to tell me about it.

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

MAN: What's the name of this castle?
 GIRL: It's called Howard Castle.
 MAN: How do you spell that?
 GIRL: I've got it on this piece of paper. It's H-O-W-A-R-D.
 MAN: I know. It's about 30 kilometres from here. And what are you going to do there?
 GIRL: We're going to learn about the people who lived there six hundred and fifty years ago.
 MAN: How are you going to do that?
 GIRL: Well, first, we're going to watch a film about them. It's called 'Brave and ...'
 MAN: 'Scary'?
 GIRL: *(laughs)* No, Dad. It's called 'Brave and Strong'.
 MAN: And what else are you going to do?
 GIRL: Well, they've got some clothes there and we can dress up in them.
 MAN: So, do you want to wear a queen's crown?
 GIRL: No, I really want to try a helmet. I think they were heavy.
 MAN: Well, that sounds brilliant. Are you going to go there on a bus?
 GIRL: Yes, we have to meet at the car park.
 MAN: The one at school?

GIRL: No. Some men are working there at the moment so we're going to meet in the one at the fire station.
 MAN: OK. That's good.

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.*

The children in Mr White's class have just finished an art project about their favourite creatures. Which creature did each child draw?

WOMAN: Your classroom looks fantastic, Mr White. Who did all these beautiful drawings?
 MAN: They're good, aren't they? The children did a project on their favourite creatures.
 WOMAN: Who drew the camel?
 MAN: Oh, that was George. He visited an animal park with his family last weekend and he had a ride on one. They're very ugly animals but he thought it was great.

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

WOMAN: Look at all the different colours in this beetle. It's really good.
 MAN: Yes. The boy who did that is a really clever artist.
 WOMAN: What's his name?
 MAN: It's Richard. He collects insects and studies them. So he knows a lot about them.
 WOMAN: Excellent!
 WOMAN: I can see that some of the other children like things that fly.
 MAN: Yes. That's right. One girl's family keeps birds at home.
 WOMAN: Really?
 MAN: Yes, her name's Daisy.
 WOMAN: What did she draw?
 MAN: Well, before she started, she wanted to do a parrot, but then she saw a TV programme about an eagle and she decided to do one of those instead.
 WOMAN: And sea creatures are popular with your class, too. Who drew the dolphin? Was it the boy called John?
 MAN: Well, he did draw something in the sea but he prefers dangerous animals.
 WOMAN: So is that his shark?
 MAN: Yes, it looks quite frightening with all those teeth, doesn't it?
 WOMAN: There's another dangerous animal here.
 MAN: Do you mean the dinosaur?
 WOMAN: No, actually, I meant the polar bear.

MAN: Oh, yes. They look furry and nice but they can be horrible. A girl called Emma drew that. She wants to go and explore cold countries in the future. So she chose that animal.

WOMAN: So who did draw the dinosaur? It's very good.

MAN: Yes, it is. That was Sarah. She's really interested in animals that are extinct, so she chose to do that one. They're quite difficult to draw but she did it really well.

WOMAN: Yes, she did. But all the children's drawings are great.

MAN: Thanks.

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 are Charlie and his mum going to get to the city?

WOMAN: Charlie, we're going to go to the city tomorrow.

BOY: How are we going to get there? In a taxi like last time?

WOMAN: Well, your dad could give us a ride in the car but I prefer to go on the train.

BOY: Great! I like doing that.

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

1 *Where are they going to go first?*

BOY: Where are we going to go?

WOMAN: Well, your sister wants me to get something from her school for her but I think we should go to the bank first.

BOY: Then are we going to go shopping?

WOMAN: Yes, I need some things from the market.

2 *What is Mum going to buy?*

BOY: Are you going to buy some more delicious strawberries?

WOMAN: I've already got some.

BOY: Great.

WOMAN: But I need some flour. I'm going to make some cookies,

BOY: Hooray!

3 *What are they going to have for lunch?*

BOY: Can we go to the pizza restaurant for lunch?

WOMAN: I think that's too expensive, so I'm making these sandwiches. We can eat them in the park.

BOY: (*sounding disappointed*) Oh, OK.

WOMAN: Don't worry. I've got some chocolate cakes and you can eat them on the journey if you're hungry!

BOY: Thanks, Mom. You're fantastic!

4 *Where are they going to go in the evening?*

BOY: What time are we going to come home?

WOMAN: Well, I've got another surprise for you. We're going to go somewhere special in the evening.

BOY: What – to the movie theatre?

WOMAN: No, this is outside. There's a funfair in town so we can go to that.

BOY: Like when we went to the circus last year?

WOMAN: That's right.

5 *Who is going to meet Mum and Charlie in the evening?*

BOY: Are we going to go there alone?

WOMAN: No, we're going to meet your Aunt Vicky.

BOY: And Uncle Peter?

WOMAN: He can't come. But Grandpa can.

BOY: That sounds like a cool day out, Mom.

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.*

MAN: What's this picture, Grace?

GIRL: It's from my history class, Dad. These people lived more than two thousand years ago.

MAN: That's interesting. Why don't you colour the flag on top of the tent?

GIRL: OK.

MAN: How about colouring it blue?

GIRL: I'm doing that now.

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

1

MAN: The women in this picture are busy.

GIRL: Yes. That woman's making a blanket.

MAN: It's very nice. Colour the circle on it yellow.

GIRL: Yes. That's a good colour. I'd like to have that on my bed.

MAN: Me too.

2

MAN: I think that woman's good at making beautiful things.

GIRL: Yes, look at that cushion.

MAN: The one with the baby on it?

GIRL: Yes. I'm going to colour it red.

MAN: He'll like that!

GIRL: (*laughs*)

3

- MAN: What has that man behind the tent got?
 GIRL: That's fur from the animals.
 MAN: He's going to make something with it. Is it for shoes? You could write that on the board next to him.
 GIRL: No, it's for coats, actually.
 MAN: Oh. Write that, then.

4

- MAN: What's that boy drinking?
 GIRL: They usually drank milk, I think.
 MAN: I think so too.
 GIRL: I can write that on that bottle in front of him.
 MAN: OK. Do that now.

5

- MAN: And I think that woman's his mother. She's cooking their dinner on the fire.
 GIRL: Yes, they ate the meat from cows.
 MAN: She's cooking it in a metal bowl. You could colour that now.
 GIRL: No, I'm going to do the one on the ground. It's made of wood.
 MAN: OK. Colour it brown. Then I think you'll have a very nice picture.
 GIRL: Thanks, Dad.

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 theatre 2 a waiter 3 a quiz 4 chess
 5 an astronaut 6 cartoons 7 a university
 8 golf 9 a factory 10 channels

Part 2 (5 marks)

- 1 H 2 E 3 B 4 F 5 A

Part 3 (6 marks)

- 1 fell 2 term 3 sure 4 arrived
 5 score 6 Frank's important match

Part 4 (10 marks)

- 1 of 2 been 3 or 4 with 5 warmer
 6 where 7 is 8 not 9 putting 10 also

Part 5 (7 marks)

- 1 (what/which) comics/comic books
 2 boring
 3 (really) (strange) creature
 4 (their) father/dad/Dad
 5 a(n amazing) program(me)
 6 for a computer magazine
 7 designing apps

Part 6 (5 marks)

- 1 were/felt/got 2 drank/had/finished
 3 sat/lay 4 of 5 it/that

Part 7 (15 marks)

- e.g. The penguin family are hungry but there's ice on the lake. They ask a man to get some fish for them. He catches some fish. The penguins are happy again.
 e.g. It's very cold by the lake and the penguins are hungry. They can't get any fish to eat because there's lots of ice on the water. A kind man who is camping near the lake sees the problem and makes a hole in the ice and catches fish for the penguin family.

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings in and introduces candidate to examiner.			
	Candidate enters.	<p>Hello. My name's Jane/ Ms Smith.</p> <p>What's your surname?</p> <p>How old are you?</p>	<p>Hello.</p> <p><i>Silver</i></p> <p><i>eleven</i></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 sky 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 it's a cloudy day, but in your picture it's a sunny day. 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 are three butterflies near the flowers.</p> <p>In my picture, a man's getting off the boat.</p> <p>In my picture, I can see a swan on the left.</p> <p>In my picture, the children are playing with a puppy.</p> <p>In my picture, a boy with blond hair is sitting by the water. He's taking a photo.</p> <p>In my picture, the leaves on the biggest tree are brown.</p>	<p><i>In my picture, there are two butterflies near the flowers.</i></p> <p><i>In my picture, he's getting on the boat.</i></p> <p><i>In my picture, the swan's on the right.</i></p> <p><i>In my picture, the children are playing with a kitten.</i></p> <p><i>In my picture, he isn't taking a photo.</i></p> <p><i>In my picture, the leaves on the biggest tree are yellow.</i></p>	<p>1. Point at relevant difference(s).</p> <p>2. Repeat statement.</p> <p>3. Ask back-up question.</p> <p>How many butterflies are there?</p> <p>Is the man getting off the boat?</p> <p>Is the swan on the left?</p> <p>Are the children playing with a puppy?</p> <p>Is the boy with blond hair taking a photo?</p> <p>What colour are the leaves on the biggest tree?</p>
2	<p>Shows candidate both sports club 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>Oliver and Helen both go to a sports club. I don't know anything about Oliver's sports club, but you do. So I'm going to ask you some questions.</p> <p>Where's Oliver's sports club?</p> <p>Who does he go there with?</p> <p>What does he play there?</p> <p>When does he go there?</p> <p>Is it expensive?</p>	<p><i>(It's in) Park Street.</i></p> <p><i>(his) cousin</i></p> <p><i>golf</i></p> <p><i>(at) weekends</i></p> <p><i>Yes (it is).</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 Helen's sports club, so you ask me some questions. It's in Long Road. on Monday evenings her sister She plays football. No, it isn't.	<i>Where's Helen's sports club?</i> <i>When does she go there?</i> <i>Who does she go with?</i> <i>What does she play?</i> <i>Is it expensive?</i>	Point at information cues if necessary.
3	Shows candidate Picture Story . Allows time to look at the pictures.	These pictures tell a story. It's called 'The aliens go for a ride'. Just look at the pictures first. The astronauts want to go home. Some aliens are helping them with their things. Two aliens would like to go with them in their rocket. Now you tell the story.	<i>The astronauts are saying goodbye to the aliens. Two aliens are going into the rocket.</i> <i>Now the rocket is going up into space. The astronauts are waving to the aliens on the ground.</i> <i>Now the astronauts are back on their planet. Lots of people have come to see them. One boy has seen the aliens inside the rocket.</i> <i>Now the astronauts have seen the two aliens. They are very surprised.</i>	1. Point at the pictures. 2. Ask questions about the pictures. What are the astronauts doing? Where are two aliens going? What are the astronauts doing? Where are the astronauts now? What has the boy seen? What have the astronauts seen? How do they feel?
4	Puts the pictures away and turns to the candidate.	Now let's talk about your mornings. What time do you wake up? What do you do first? What do you have for breakfast? How do you go to school? Tell me about your lunch.	<i>(at) 6.30</i> <i>I have a shower.</i> <i>cereal</i> <i>(by) car</i> <i>I go home for lunch.</i> <i>I have lunch with my mum.</i> <i>I usually have a sandwich and a drink.</i>	Do you wake up at 6.30? Do you have a shower? Do you have cereal for breakfast? Do you go to school by car? Where do you have lunch? Who do you have lunch with? What do you usually have to eat?
		OK, thank you, *. Goodbye.	Goodbye.	

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

Test 2 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Harry and the man in the uniform, pointing at the screen
- 2 Katy and the woman in sunglasses, sitting on a suitcase
- 3 Sophia and the woman under the umbrella, drinking
- 4 Robert and the man with the little girl in a spotted coat
- 5 Emma and the woman with her hands in her pockets, with an enormous bag

Part 2 (5 marks)

- 1 Winter/winter
- 2 festivals
- 3 Sparks
- 4 honey
- 5 necklace

Part 3 (5 marks)

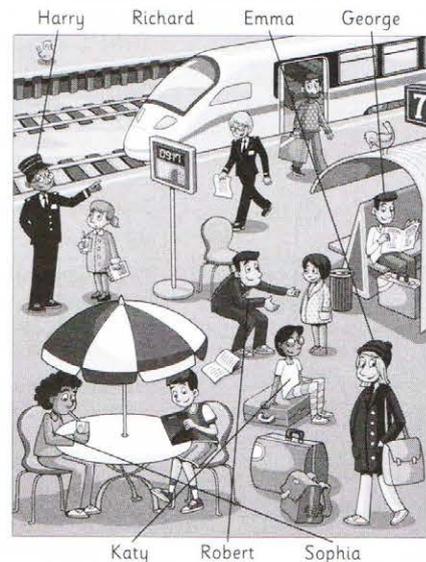
- 1 bicycle – A (post office)
- 2 fire engine – C (shoe factory)
- 3 rocket – H (sports stadium)
- 4 ambulance – B (hotel)
- 5 spaceship – F (castle)

Part 4 (5 marks)

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

Part 5 (5 marks)

- 1 Colour the backpack under the chair – blue
- 2 Colour the racing car on the screen – purple
- 3 Write TUNES on the largest drum
- 4 Write AUGUST after '16' on the poster
- 5 Colour the comic that is half on the rug – yellow



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

Part 1 Listen and look. There is one example.

- GIRL: This is a great photo of the station, Dad!
 MAN: Yes. Well, the 8.35 city train was late. We had to wait on the platform for an hour.
 GIRL: Oh! Who's that person? The one who's reading a newspaper?
 MAN: By the bin? That's George. I often sit next to him on our journey to work.

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

- GIRL: Do you know that man? The one in the uniform?

MAN: Yes! His first name's Harry, but I don't know his surname. He gave us the information we needed about our train.

GIRL: That's good!

MAN: Yes. He's pointing to the timetable on the screen.

GIRL: One person's sitting on their suitcase!

MAN: That's right. Her name's Katy.

GIRL: I love her sunglasses!

MAN: Do you? She goes to college in the city ... She wants to be a designer ... of clothes, I mean.

GIRL: Great!

GIRL: And who's the person under the umbrella?

MAN: The one reading their e-book?

GIRL: No, the one on the left.

MAN: Her name's Sophia. She's a very clever businesswoman.

GIRL: Who's the man with the little girl?

MAN: Oh ... is it Richard? No, let me think ... It's Robert. Yes, that's right. That's his daughter, in the spotted coat.

GIRL: You know lots of people, don't you!

MAN: Well, most of them catch the same train as me each day.

MAN: I know that woman, too. The one with her hands in her pockets.

GIRL: How do you know her?

MAN: Well, she works in my office building. She's called Emma.

GIRL: Her bag's enormous!

MAN: She carries a laptop in it. I think it's really heavy.

GIRL: So do I.

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.*

GIRL: Hello Zoe!! I'm so happy to meet you! You're my favourite pop star! Can you answer some of my questions for me? I'd like to write about you in our school magazine!

WOMAN: Of course!

GIRL: When did you have your first singing lesson?

WOMAN: My parents knew that I was quite good at singing so, when I was ten, they decided to find me a teacher. I loved having lessons with her.

GIRL: That's amazing!

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

GIRL: Which is your favourite song?

WOMAN: The one that's called 'Winter'. That's the one that I like best.

GIRL: Oh ... I always think of snow when I hear that!

WOMAN: *(laughs)* So do I!

GIRL: And where do you enjoy singing best? At theatres?

WOMAN: When I'm not practising, I love singing at festivals most of all.

GIRL: I've been to two of those!

WOMAN: Great!

GIRL: Have you got a manager?

WOMAN: Yes! He's wonderful. He's looked after me very well for the last two years.

GIRL: What's his name?

WOMAN: Michael Sparks. You spell that S-P-A-R-K-S.

GIRL: Thanks. Do you eat or drink anything special before you go on to the stage? Like water, perhaps?

WOMAN: Well, I always have some honey. It helps me a lot with my singing.

GIRL: And what do you like wearing most? That white jacket is brilliant!

WOMAN: It is nice, but the answer to your question is my necklace. I always put that on.

GIRL: It's really lovely.

WOMAN: Thank you! But I must go now. Sorry!

GIRL: That's OK. Thanks for answering my questions.

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.*

Frank's mother was in the city today. Where did she see each thing?

BOY: Hi, Mum. You look tired.

WOMAN: Hello, Frank. Yes, I am. I had to do lots of walking in the city today.

BOY: Did you see any of those new taxis?

WOMAN: I know you're interested in those. Yes! I saw one when I walked past the police station.

BOY: Great!

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

WOMAN: I saw someone riding a really cool bicycle as well.

BOY: A racing bike?

WOMAN: I don't know, but it looked very expensive. I was outside the post office when they rode past on that.

BOY: Did you take a photo of it on your phone?

WOMAN: No, Frank! I was too busy to do that.

WOMAN: And a fire engine raced past me, too, this morning.

BOY: Where was it going?

WOMAN: I didn't see.

BOY: Well, perhaps we'll hear something about it on the news.

WOMAN: Yes. I'm trying to think where I was ... I wasn't very near the fire station. Oh, I remember. I was going past the shoe factory.

BOY: I'm doing a project on rockets!

WOMAN: Well I saw one of those, too, today!

BOY: I don't believe you, Mum.

WOMAN: I did. There's one by the entrance to the sports stadium!

BOY: Not one that can really fly?

WOMAN: No, it's a kind of model, I think.

WOMAN: There was also an ambulance in one of the streets, but it wasn't moving. The driver was having his lunch!

BOY: In a restaurant?

WOMAN: No, he was sitting in the driver's seat.

BOY: And where were you?
WOMAN: By that tall hotel, the one on the corner of Bridge Street.

WOMAN: And, oh, Frank! I saw a spaceship.
BOY: Mum! Now you're being silly ...!
WOMAN: No! Listen! I had to go to the fire station to give someone there a letter and ... no wait, it was later in the afternoon than that. I know, I was walking past the castle ...
BOY: Yes ...?
WOMAN: And I saw a picture of one on a bus!
BOY: (laughs)

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 time will Oliver arrive at his cousin's house?

WOMAN: OK, Oliver, it's a quarter to five. You need to get the bus soon. Are you nearly ready?
BOY: Not quite. What time will I arrive at my cousin's house, Mom? Five thirty?
WOMAN: No. You'll get to his house at a quarter past six.
BOY: OK, thanks.

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

1 *What does Oliver hope to do?*

BOY: I hope it'll be fun there but I don't want to camp in the garden again.
WOMAN: No, I remember. You didn't enjoy that. But you can play chess every evening.
BOY: That sounds a bit boring, Mom! Actually, I'm really hoping I can watch Cousin David's volleyball team again.
WOMAN: Oh! I'm sure your aunt will take you to see that!

2 *What has Oliver not found yet?*

WOMAN: So, have you got everything?
BOY: I've found my trainers.
WOMAN: That's good. You'll need those. What about your favourite belt?
BOY: I still haven't found that yet, but I've got my new pyjamas.
WOMAN: Right ...

3 *Which homework will Oliver take?*

BOY: I've got to take some homework with me, but I don't mind.
WOMAN: For which subject? More math?
BOY: That's right. I've already finished my geography ...
WOMAN: Good, and did you find the information for your science work?

BOY: Yes. I did an online search and I got everything that I needed.

4 *What must Oliver remember to take?*

BOY: I've got my walking socks.
WOMAN: Well done. That's good. Have you remembered to put a bandage in your bag?
BOY: Why should I take one of those?
WOMAN: Because your elbow might get sore again if you play lots of tennis.
BOY: OK. Oh, and I've got my new diary.

5 *Who must Oliver send a message to?*

WOMAN: Now ... the last thing. You've got your phone. Please use it!
BOY: What do you mean? Shall I send you text messages, Mom?
WOMAN: If you like, but it's more important to send one to your grandfather.
BOY: OK! I'll tell him all about my adventures with Cousin David!
WOMAN: Excellent!

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.*

GIRL: Wow. This boy is having fun. He's playing computer games.
MAN: Would you like to colour some of the picture?
GIRL: Sure. Can I colour the big cushion that the boy's sitting on?
MAN: All right. Let's make it pink.
GIRL: Cool! That looks great, doesn't it!

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

1

GIRL: What's next?
MAN: How about the boy's backpack?
GIRL: Could I colour the one that's under the chair?
MAN: If you want. Use blue for that.
GIRL: OK. I've got that colour. There! I've done that.

2

MAN: Would you like to colour the racing car as well?
GIRL: All right! Do you mean the one on the floor?
MAN: No. The one on the screen. Colour that one instead, please.
GIRL: OK. Fine. Can I choose the colour this time?

- MAN: Yes.
 GIRL: Then I'll make that purple.
- 3
- GIRL: This picture needs some writing, too.
 Can I write a name on the largest drum?
 MAN: Yes! What's a good name for a boy's band? 'Ocean'?
- GIRL: No. How about ... 'Tunes'? I mean that's another word for music, isn't it?
 MAN: Yes, it is. OK. Write that name there.
- 4
- MAN: Actually, I want you to write something else here as well. There's a poster on the wall opposite the boy. It's above the shelf. Can you see it?
 GIRL: Yes. But I can't see all of it.
 MAN: Don't worry about that. Just write 'August' after the number '16' there, please.
 GIRL: OK ... So that's the date?
 MAN: Yes! That's when he went to a festival and bought that poster.
- 5
- MAN: Perhaps you should colour that comic, too.
 GIRL: The one that's half on and half off the rug?
 MAN: Yes, please. Let's think ... How about yellow for that?
 GIRL: No problem. It won't take much time to colour that!
 MAN: Good! You've finished now. Well done!

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 tortoise 2 a factory 3 a bin 4 a nest
 5 a chemist's 6 a camel 7 scissors
 8 a journalist 9 a gym 10 insects

Part 2 (5 marks)

- 1 G 2 A 3 C 4 H 5 E

Part 3 (6 marks)

- 1 dark 2 path 3 ago 4 silver
 5 hid 6 The class explores a cave

Part 4 (10 marks)

- 1 of 2 many 3 because 4 well
 5 not 6 them 7 where 8 used
 9 us 10 explore

Part 5 (7 marks)

- 1 long way 2 in/into the river/water
 3 (fishing) net 4 bridge 5 her hat
 6 (friendly) dog 7 (much/a lot) more fun

Part 6 (5 marks)

- 1 prize 2 were 3 going 4 would'd
 5 eaten/had

Part 7 (15 marks)

e.g. A boy goes to visit his grandfather. The boy wants to go up the mountain. They climb the mountain and see a lovely view. That night, they have a hot meal by the fire.

e.g. Frank and his grandfather love climbing. Last week they decided to climb an enormous mountain. It was a beautiful day. They were very happy when they arrived at the top. Later they made a fire and cooked some food on it. They were very tired.

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	<p>Points to the boy on candidate's information page.</p> <p>Responds using information on examiner's information page.</p>	<p>Now you don't know anything about Nick's favourite teacher, so you ask me some questions.</p> <p>She's called Miss Cave. geography</p> <p>She likes doing puzzles. in Park Road</p> <p>It's long.</p>	<p><i>What's her name?</i></p> <p><i>What subject does she teach?</i></p> <p><i>What's her hobby?</i></p> <p><i>Where does she live?</i></p> <p><i>Is her hair long or short?</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 'A very good dog'. Just look at the pictures first.</p> <p>Frank's dad is working in the garden, but he has lost one of his gloves. The dog has found the glove. He's bringing it to Dad.</p> <p>Now you tell the story.</p>	<p><i>Frank's putting on his shoes, but he can't find one. The dog's bringing him the shoe.</i></p> <p><i>Mum's looking for the newspaper. The dog's bringing it to her.</i></p> <p><i>Now the dog's in the garden. He's looking for his ball. Dad's got the ball.</i></p> <p><i>The family are all playing ball with the dog.</i></p>	<p>1. Point at the pictures.</p> <p>2. Ask questions about the pictures.</p> <p>What's Frank doing?</p> <p>What's the dog bringing him?</p> <p>What's Mum looking for?</p> <p>What's the dog got?</p> <p>What's the dog looking for?</p> <p>Who's got the ball?</p> <p>What are the family doing now?</p>
4	<p>Puts the pictures away and turns to the candidate.</p>	<p>Now let's talk about your home.</p> <p>Where do you live?</p> <p>Who do you live with?</p> <p>How many rooms are there in your home?</p> <p>Where do you play?</p> <p>Tell me about your living room.</p>	<p><i>in ... Street</i></p> <p><i>my parents</i></p> <p><i>three</i></p> <p><i>in my bedroom</i></p> <p><i>It's big.</i></p> <p><i>It's white and brown.</i></p> <p><i>There's a TV in it.</i></p>	<p>What's the name of your street?</p> <p>Do you live with your parents?</p> <p>Are there three rooms?</p> <p>Do you play in your bedroom?</p> <p>Is it big or small?</p> <p>What colour is it?</p> <p>Is there a TV in it?</p>
		<p>OK, thank you, *.</p> <p>Goodbye.</p>	<p>Goodbye.</p>	

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

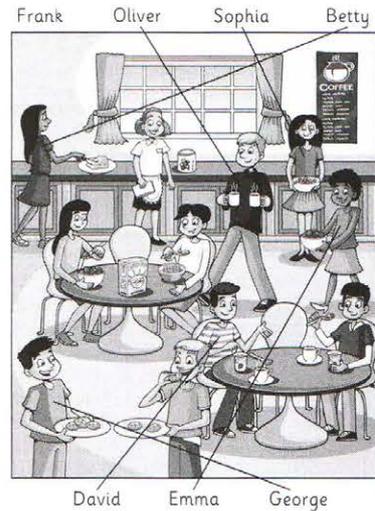
Test 3 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Emma and the girl walking, carrying strawberries
- 2 George and the boy with brown hair, holding cookies
- 3 David and the boy on the left of the table, with a striped T-shirt, not holding a spoon
- 4 Sophia and the girl with long brown hair, holding olives
- 5 Oliver and the boy carrying hot drinks



Part 2 (5 marks)

- 1 (sports) shoes
- 2 (a) penguin
- 3 (my) science
- 4 ocean/Ocean
- 5 (our) rabbit

Part 3 (5 marks)

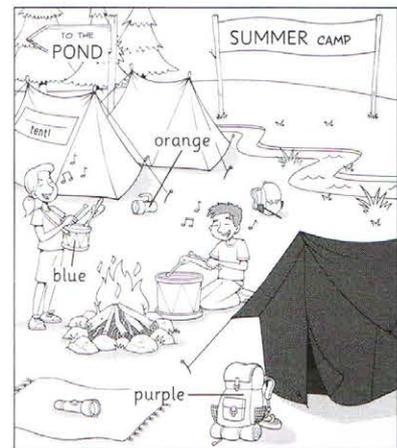
- 1 Michael – A (gym)
- 2 Sarah – H (snowboarding)
- 3 Katy – C (stamps)
- 4 William – F (racing cars)
- 5 Helen – G (music)

Part 4 (5 marks)

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

Part 5 (5 marks)

- 1 Colour the small drum – blue
- 2 Write SUMMER on the sign behind the stream
- 3 Colour the flashlight furthest away, not on the blanket – orange
- 4 Write POND on the sign behind the tents
- 5 Colour the large rucksack in the foreground – purple



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

Part 1 Listen and look. There is one example.

WOMAN: Do you know these people in the café?

BOY: Yes, I do. They're having breakfast.

WOMAN: Yes, they are. The food looks good!

Who's that girl with long black hair?

BOY: Which one? The girl who's cutting some cheese?

WOMAN: Yes.

BOY: Oh, that's Betty. She's a friend of mine.

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

WOMAN: There are some other girls in the café.

BOY: Yes. Can you see the girl who's carrying something?

WOMAN: Yes. What's she got? Are they strawberries?

BOY: That's right. That's Emma. She loves fruit.

WOMAN: Do you know that boy? The one with the cookies.

BOY: The boy with the short blond hair?

WOMAN: No, not him. The other boy.

BOY: Oh, that's George. He's in my class at school.

WOMAN: There are two boys who are sitting at a table.

BOY: Yes, they're eating, too. What have they got? Can you see?

WOMAN: It's yoghurt, I think.

BOY: Oh, yes. That boy's called David.

WOMAN: The one with the spoon in his hand?

BOY: No, the one with the striped T-shirt. He's my best friend.

WOMAN: Do you know that girl?
 BOY: Do you mean the one with long brown hair?
 WOMAN: Yes, I do. What's her name?
 BOY: That's Sophia. She's my sister.
 WOMAN: Oh, is she? She's holding some olives. What's she going to do with them?
 BOY: I don't know. Perhaps she'll eat them!

BOY: There's a boy who's got some hot drinks.
 WOMAN: Yes, he's taking them to the table.
 BOY: Well, that's Oliver. He's my brother. He's older than me.
 WOMAN: Well, it's a great café, isn't it? Shall we go in and have a drink?

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: How was your first day at school?
 GIRL: Great, Dad, but there are some things I need to get.
 MAN: OK, let's write them down.
 GIRL: I need some sunglasses.
 MAN: You don't usually have classes outside!
 GIRL: We're going to go for a walk to look at birds tomorrow.

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

MAN: Do you need anything for your sports lessons?
 GIRL: Well, I need sports shoes. That's all.
 MAN: OK. You can wear your white ones.
 GIRL: Oh, OK (*disgruntled*). And I need to find a picture for my art class.
 MAN: What kind of picture?
 GIRL: I need to get one of a penguin. Some other children have to find pictures of insects.
 MAN: I'm sure we can find something. What else do you need?
 GIRL: I need to get a new file.
 MAN: OK, that's easy. Is it for your English work?
 GIRL: No, it's for my science projects. I need to keep them safe.
 MAN: No problem!
 GIRL: Cool. Also, we're going to go on a trip next Thursday. We're going to camp that night.
 MAN: That sounds amazing! Do you need anything for that?
 GIRL: Yes, I do. I need some shampoo. Can we buy my favourite? It's called Blue Ocean.
 MAN: OK. We can go to the store later.
 GIRL: Thanks, Dad. There's one more thing. We're going to have a special 'pets day'. We can take our pets to school and talk about them.

MAN: So are you going to take the kitten?
 GIRL: I'd like to take our rabbit.
 MAN: OK, if you want! But you must be careful with it.
 GIRL: I will! Thanks, Dad!

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.*

Richard's friends have different hobbies. Which hobby does each friend have?

WOMAN: You know a lot of interesting people, don't you, Richard?
 MAN: Yes, my friends all have amazing hobbies. Do you know Harry?
 WOMAN: Yes, I do.
 MAN: I met him at the theatre. He loves being on stage.
 WOMAN: Mm, yes. He's very good at acting.

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

WOMAN: Who's your friend that goes to the gym a lot?
 MAN: That's Michael. He goes there every day after work.
 WOMAN: That's boring, isn't it?
 MAN: Well, he doesn't think it is.

WOMAN: What about your friend Sarah? She likes being outside, doesn't she?
 MAN: Yes – she loves going up mountains and then coming down them as fast as she can!
 WOMAN: Oh – so does she like cycling, then?
 MAN: Snowboarding. I believe she's very good at it.
 WOMAN: She's very brave. I'm not!

WOMAN: You have a friend who's called Katy, don't you?
 MAN: That's right. She loves collecting things.
 WOMAN: Oh? What kind of things? I've seen her buying comics. Is that what she collects?
 MAN: No – stamps! She's got lots now from different countries.
 WOMAN: That's great!

MAN: My friend William knows a lot about his hobby.
 WOMAN: Oh yes? What's that?
 MAN: He likes to watch racing. He knows all the facts about it.
 WOMAN: Oh my brother likes bikes, too.
 MAN: No, not those. He likes cars. The really fast ones!
 WOMAN: Oh – I'm not very interested in that, are you?
 MAN: No, not really.

- WOMAN: You like listening to rock music don't you?
 MAN: I like talking to my friend Helen about it. I learned a lot from her, because she knows so much about different bands.
 WOMAN: That's great! I'd like to meet some of your friends. They sound really interesting.
 MAN: Yes, they are.

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 time will Sophia's family leave home tomorrow?

- GIRL: I'm excited about our holiday, Dad!
 MAN: Me too, Sophia! We've got to get up early tomorrow.
 GIRL: I'm going to get up at quarter to six.
 MAN: Well, we must be ready to go at six o'clock. You need to get up half an hour earlier.
 GIRL: At quarter past five?
 MAN: Yes, that's right!

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

1 What must Sophia put in her backpack tonight?

- MAN: Have you got everything ready, Sophia?
 GIRL: I've put my diary in my backpack. I want to write about what we do each day.
 MAN: Good idea! Have you got a magazine to read on the plane?
 GIRL: Yes, Mum bought one for me.
 MAN: Put it in your backpack this evening, so you don't forget it. We'll take some snacks for the plane, too. We can decide what to take in the morning.
 GIRL: Great!

2 Where is the hotel?

- GIRL: Where's the hotel, Dad? Is it next to the beach?
 MAN: No, it isn't – but we can go there every day.
 GIRL: Great!
 MAN: The hotel's on a hill with amazing views.
 GIRL: Is it in a village?
 MAN: No, it's in the countryside. It's beautiful.

3 Which new food will Sophia eat?

- GIRL: Will there be lots of pizza in Italy?
 MAN: Yes, and they make delicious ice cream there, too. But you should try something new.
 GIRL: Like what?
 MAN: Well, they make little balls which are made of flour and potato – you eat them with sauce.
 GIRL: OK. I'll try those!

4 What will the weather be like?

- GIRL: What will the weather be like?
 MAN: It'll be hot, but there are lots of storms in August.
 GIRL: Really?
 MAN: Yes. In some places ice falls from the sky! And sometimes there's fog from the sea – but we won't see those things where we're going to be.
 GIRL: Good.

5 What is Sophia going to do on holiday?

- MAN: There are lots of things to do there.
 GIRL: Can we get bicycles and go for rides?
 MAN: Yes, why not! And we can go to a circus near the hotel.
 GIRL: No, thanks! There'll be huge animals and they're frightening!
 MAN: (*laughs*) No, there won't! But we don't need to do that.
 GIRL: Good. It's going to be an amazing holiday!

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: Can I colour this picture? It's great!
 WOMAN: Yes. You can. The children are camping.
 BOY: I know. Look at their tents! Can I colour one?
 WOMAN: Why don't you colour the one at the front of the picture?
 BOY: OK. Shall I colour it red? I love that colour.
 WOMAN: Yes, good.

Can you see the red tent? This is an example. Now you listen and colour and write.

1

- BOY: They've got a good fire.
 WOMAN: That's right. It's nice and safe in those stones. There are two children next to it.
 BOY: Yes, they're singing and playing.
 WOMAN: Do you want to colour one of the drums?
 BOY: Yes. I'll colour the small one blue.
 WOMAN: OK.

2

- WOMAN: Now can you find the stream?
 BOY: Yes. There's some writing on the board above it. A word is missing.
 WOMAN: Yes, can you write the missing word? Write 'summer'.
 BOY: Yes, OK. I'll do that now.
 WOMAN: Well done! You're good at writing!

3

- BOY: Can I colour a flashlight?
 WOMAN: OK, why not? Which one do you want to colour? The one on the blanket?
 BOY: No, I'll do the other one. Which colour shall I do it?
 WOMAN: How about orange? That's a nice colour.
 BOY: OK. I like it, too.

4

- WOMAN: What do you want to do now?
 BOY: I'd like to write something on that piece of wood in front of the trees.
 WOMAN: OK, the one that tells people which way to go.
 BOY: Where's it pointing to?
 WOMAN: The pond. Can you write that word?
 BOY: Yes, I can spell that. OK, I've done that now.
 WOMAN: Great. Perhaps the children can go there later.

5

- BOY: Can I colour something else now?
 WOMAN: Yes, what do you want to colour?
 BOY: How about the big backpack? Shall I do it grey?
 WOMAN: No, make it purple.
 BOY: OK, I've finished!
 WOMAN: Fantastic! What a great picture.

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 theatre 2 a bridge 3 a mechanic
 4 a bank 5 a stream 6 a journalist
 7 a university 8 a cave 9 a desert
 10 a police officer

Part 2 (5 marks)

- 1 C 2 E 3 G 4 H 5 F

Part 3 (6 marks)

- 1 creatures 2 thousands 3 suddenly 4 dark
 5 wonderful 6 Dad's surprise for Emma

Part 4 (10 marks)

- 1 which 2 also 3 them 4 at
 5 took 6 sell 7 best 8 don't
 9 usually 10 other

Part 5 (7 marks)

- 1 (snowboarding) teacher 2 a (small) hill
 3 (too) frightened 4 go/snowboard (slowly) down
 5 bottom (of the mountain) 6 (really) pleased
 7 (have a) (snowboarding) race

Part 6 (5 marks)

- 1 like/enjoy/love 2 be 3 Do/Would
 4 she 5 station

Part 7 (15 marks)

e.g. A boy and a girl found a big egg under a tree. They put the egg in the nest. The mother bird came back. The children were happy.

e.g. One day Emma and Robert went for a walk in the forest. They found an enormous egg on the ground under a big tree. They could see a big nest in the tree so Emma decided to climb the tree. She put the egg back in the nest. They were both happy when they saw the mother fly back. It was an eagle's nest.

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 Sarah's holiday, so you ask me some questions. She went to the mountains. her cousins in January She bought a bracelet. It was sunny.	<i>Where did Sarah go?</i> <i>Who did she go with?</i> <i>When did she go?</i> <i>What did she buy (on holiday)?</i> <i>What was the weather like?</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 'Grandma and Grandpa come to help'. Just look at the pictures first. David, Emma and their mum and dad are going to have a picnic in the countryside. Grandma and Grandpa are going to stay at home. Now you tell the story.	<i>David and Emma are leaving in the car with their parents. Grandma's saying, 'They have forgotten the picnic!'</i> <i>The family have stopped in a field. Mum's saying, 'Where's our picnic?' Everyone is hungry.</i> <i>Grandma and Grandpa have arrived in their car. They have brought the picnic.</i> <i>Everyone is eating now. They are all happy.</i>	1. Point at the pictures. 2. Ask questions about the pictures. Where are David and Emma? What's Grandma saying? What's Mum saying? Is everyone hungry? Who's arrived now? What have they brought? What are they doing now?
4	Puts the pictures away and turns to the candidate.	Now let's talk about your city/town/village. Where do you live? How do you go to school? What's your favourite place in your city/town/village? Tell me about what you do at weekends in your city/town/village.	(name of town) <i>(by) car</i> <i>park</i> <i>I go shopping.</i> <i>I go with my Mum.</i> <i>She buys food and I buy comics.</i>	Do you live in ...? Do you go to school by car? Do you like the park? Where do you go at weekends? Who do you go with? What do you do there?
		OK, thank you, *. Goodbye.	Goodbye.	

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

Starters, Movers and 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

	Starters		Movers		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

	Starters		Movers		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

Starters, Movers and Flyers Vocabulary List

	Starters		Movers		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

Starters, Movers and Flyers Vocabulary List

	Starters		Movers		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 (US backpack)
	book	open			club	science
	bookcase	page			college	scissors
	class	painting (n)			competition	screen
	classroom	paper			dictionary	shelf
	close	part			flag	student
	colour	pen			geography	study
	(US color)	pencil			glue	subject
	computer	picture			group	timetable
	correct	playground			gym	university
	crayons	poster			history	
	cross	question			language	
	cupboard	read				
	desk	right (as in correct)				
	door	rubber (US eraser)				
	draw	ruler				
	English	school				
	eraser (UK rubber)	sentence				
	example	sit				
	find	spell				
	floor	stand				
	keyboard	story				
	(computer)	teacher				
	know	tell				
	learn	tick				
	lesson	understand				
	letter (as in 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 equipment)	football	comic book	practice	chess	prize
		(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 (US backpack)
	(e.g. a ball)	kite	holiday	sports centre (US center)	hotel	score (n)
	doll	listen	hop	swim (n)	instrument	ski (n + v)
	draw	music	ice skates	swimming pool	invitation	sledge
	drawing	photo	ice skating	text	join (a club)	snowball
	drive (v)	piano	kick (n)	towel	magazine	snowboard
	enjoy		movie (UK film)		match (football)	

Starters, Movers and Flyers Vocabulary List

	Starters		Movers		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

	Starters		Movers		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

	Starters		Movers		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

Starters, Movers and Flyers Vocabulary List

	Starters		Movers		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	

	Starters		Movers		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

Starters, Movers and Flyers Vocabulary List

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

Flyers

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