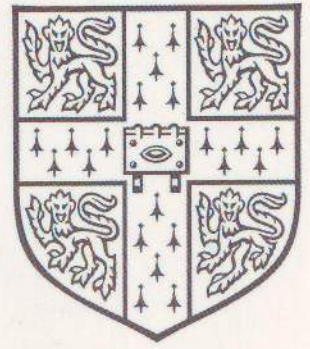


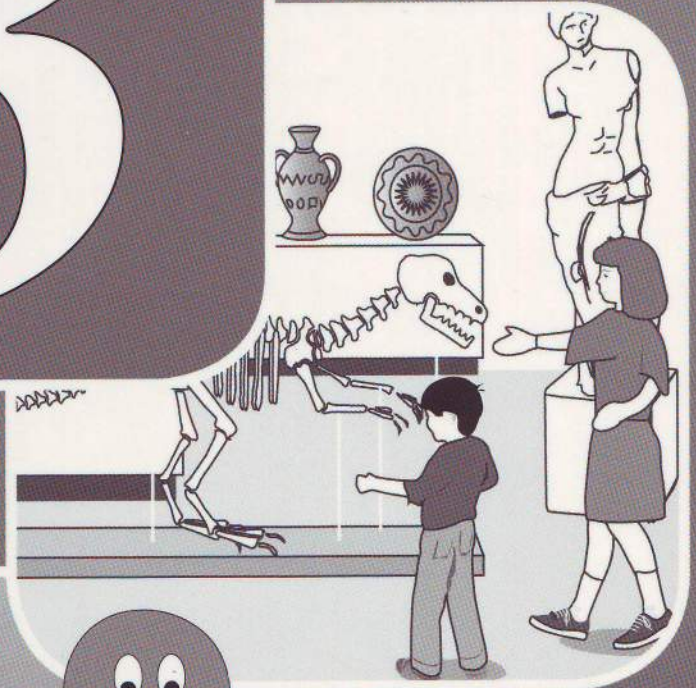
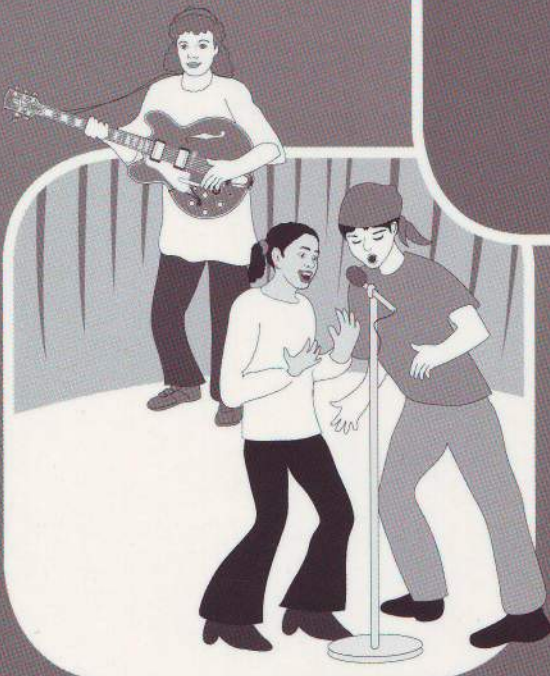
••• Cambridge Young Learners English Tests
Second edition



CAMBRIDGE

Flyers

3



Answer Booklet

Examination Papers from
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Cambridge Young Learners
English Tests

Cambridge Flyers 3

Answer Booklet

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



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Introduction

The *Cambridge Young Learners English Tests* offer an elementary-level testing system for learners of English between the ages of 7 and 12. The tests include 3 key levels of assessment: *Starters*, *Movers* and *Flyers*.

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

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

	length	number of parts	number of items
Listening	approx. 25 minutes	5	25
Reading and Writing	40 minutes	7	50
Speaking	approx. 7–9 minutes	4	–

Candidates need a pen or pencil for the Reading and Writing paper, and coloured pens or pencils for the Listening paper. All answers are written on the question papers.

Listening

In general, the aim is to focus on the 'here and now' and to use language in meaningful contexts. In addition to multiple choice and short answer questions, candidates are asked to use coloured pencils to mark their responses to one task. There are 5 parts. Each part begins with a clear example.

part	main skill focus	input	expected response/item type	number of items
1	the main skill focus in all five parts of the Listening test is listening for specific information of various kinds, e.g. numbers, describing people, etc	picture, names and dialogue	draw lines to match names to people in a picture	5
2		form or page of notepad with missing words and dialogue	write words or numbers in gaps	5
3		picture sets and list of illustrated words or names and dialogue	match pictures with illustrated word or name by writing letter in box	5
4		3-option multiple-choice pictures and dialogues	tick box next to correct picture	5
5		picture and dialogue	carry out instructions to colour, draw and write (range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow)	5

Reading and Writing

Again, the focus is on the 'here and now' and the use of language in meaningful contexts where possible. To complete the test, candidates need a single pen or pencil of any colour. There are 7 parts, each starting with a clear example.

part	main skill focus	input	expected response/item type	number of items
1	reading definitions and matching to words writing words	nouns and definitions	copy the correct words next to the definitions	10
2	reading and understanding sentences	picture and sentences	write 'yes' or 'no'	7
3	reading and completing a continuous dialogue	half a dialogue with responses in a box	select correct response and write A–H in gap	5
4	reading for specific information and gist copying words	gapped text with words in a box	write words in gaps choose the best title for the story from a choice of 3 by ticking a box	6
5	reading and understanding a story completing sentences	story, picture and gapped sentences	complete sentences by writing 1, 2, 3 or 4 words	7
6	reading and understanding a factual text copying words	gapped text and 3-option multiple choice (grammatical words)	complete text by selecting the correct words and copying them in corresponding gaps	10
7	reading and understanding a short text (e.g. page from diary or letter) providing words	gapped text	write words in gaps no answer options given	5

Speaking

In the Speaking test, the candidate speaks with 1 examiner for about 8 minutes. The format of the test is explained in advance to the child in their native language, by a teacher or person familiar to them. This person then takes the child into the exam room and introduces them to the examiner.

Speaking ability is assessed according to various criteria, including comprehension, the ability to produce a prompt, appropriate and accurate response, and pronunciation.

part	main skill focus	input	expected response
1	understanding statements and responding with differences	two similar pictures (one unseen) oral statements about unseen picture	identify six differences in Candidate's picture from oral statements about Examiner's picture
2	responding to questions with short answers forming questions to elicit information	one set of facts and one set of question cues	answer and ask questions about two people, objects or situations
3	understanding the beginning of a story and then continuing it based on a series of pictures	picture sequence	describe each picture in turn
4	understanding and responding to personal questions	open-ended questions about candidate	answer personal questions

Further information

The topics, structures, words and tasks upon which the *Cambridge Young Learners English Tests* are based are comprehensively described in the Handbook, so teachers or parents can know exactly what to expect.

Further information about the *Cambridge Young Learners English Tests* can be obtained from the Local Secretary for Cambridge ESOL examinations in your area, or from:

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

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

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

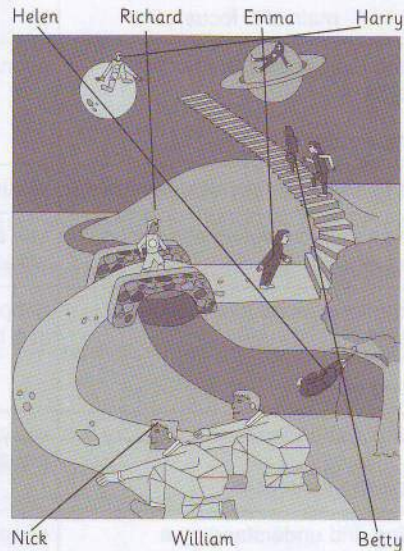
Test 1 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Harry and yellow robot on yellow planet, pointing
- 2 Nick and yellow robot in foreground, with square head, about to start the game
- 3 Helen and red robot swinging across the river
- 4 Betty and red robot ahead of other robot on the stairs
- 5 Emma and red robot waiting at bottom of stairs



Part 2 (5 marks)

- 1 (on) (an/a) (beautiful) island
- 2 (by) plane
- 3 (her) cousins
- 4 volleyball
- 5 geography

Part 3 (5 marks)

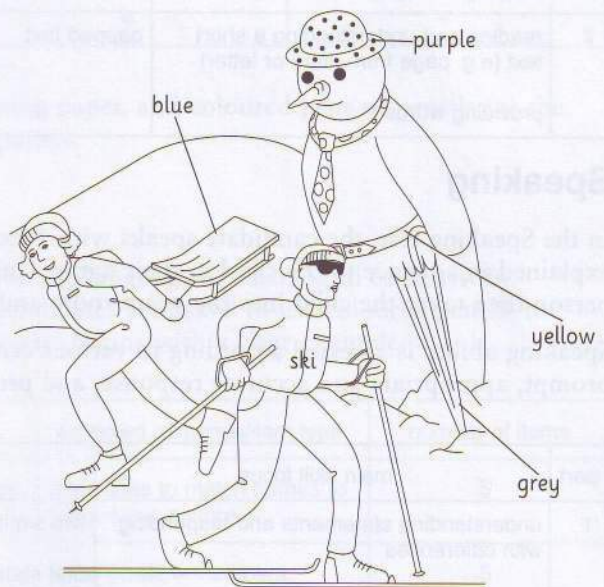
- 1 camera - H - hill
- 2 dictionary - E - library
- 3 torch - D - kitchen
- 4 scarf - A - lake
- 5 diary - C - museum

Part 4 (5 marks)

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

Part 5 (5 marks)

- 1 Colour the snowman's belt - yellow
- 2 Draw some spots on the snowman's hat and colour them purple
- 3 Write the word 'ski' on the boy's jacket
- 4 Colour the sledge - blue
- 5 Colour the snowman's umbrella - grey



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

Part 1 Listen and look. There is one example.

[pause]

- WOMAN: This looks like a great computer game. How do you play it?
 BOY: Well, you have to move these robots from the countryside into space.
 WOMAN: And the robots all have boys' and girls' names?
 BOY: Yes. The yellow ones are boys and the red ones are girls. Look, the boy robot on the bridge is called Richard.
 WOMAN: Yes, I see.

[pause]

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

[pause]

1

- WOMAN: So, do they have to get to the planets?
 BOY: That's right.
 WOMAN: Two robots have already got there.
 BOY: Yes.
 WOMAN: Who is the one who's pointing?
 BOY: That's Harry.

[pause]

2

WOMAN: Do they start from the road?
 BOY: Yes, look, can you see the two boy robots together?
 WOMAN: Yes, they haven't started yet.
 BOY: No, but they're ready.
 WOMAN: They look the same.
 BOY: No, one's got a square head. His name is Nick.

[pause]

3

WOMAN: Why is that robot swinging from a tree?
 BOY: Well, there are two ways to cross the river. The slow way is the bridge ...
 WOMAN: ... and the other way is to swing across!
 BOY: Yes, Helen has found the quickest way!
 WOMAN: But she might fall in the water.

[pause]

4

WOMAN: What do they have to do next?
 BOY: After they cross the river, they climb the stairs.
 WOMAN: Look. Two robots are racing up the stairs.
 BOY: Yes, and this one is Betty. She's winning.

[pause]

5

WOMAN: Who's that robot? She's trying to get on to the stairs.
 BOY: That's Emma. She has to wait at the bottom.
 WOMAN: Why?
 BOY: Only two robots can go on the stairs together.
 WOMAN: I understand the game now, I think.
 BOY: OK. Let's play it, then!

[pause]

Now listen to Part 1 again.

[The recording is repeated.]

[pause]

That is the end of Part 1.

[pause]

Part 2 Listen and look. There is one example.

[pause]

MAN: OK, children, today is the last day of school. I want to ask you some questions about the holidays. Katy, what are you going to do?

GIRL: Well, first we're going to go shopping. I need a lot of new clothes for my holiday!

[pause]

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

[pause]

MAN: Where are you going for your holiday?
 GIRL: We're going to a beautiful island. We go there every year. It's hot, and there are banana trees everywhere.
 MAN: How are you going to get there? By boat?
 GIRL: No, it's too far. We're going by plane.
 MAN: Well, that will be quicker. Are you going with your mum and dad?
 GIRL: No, I'm going with my cousins.
 MAN: What are you going to do on the island?
 GIRL: Well, swim, and I want to play a lot of volleyball.
 MAN: And are you going to take any homework with you?
 GIRL: Oh, yes! Geography, of course!
 MAN: Excellent, Katy! Enjoy your holiday!
 GIRL: Thank you.

[pause]

Now listen to Part 2 again.

[The recording is repeated.]

[pause]

That is the end of Part 2.

[pause]

Part 3 Listen and look. There is one example.

[pause]

David often forgets to bring things home. Where did he leave each thing?

[pause]

MAN: Oh, no! Where's my umbrella?
 WOMAN: I don't know!
 MAN: I took it to London with me the other day and now I can't find it anywhere. And it's going to rain soon! Oh, I know ... I left it at the station. I'll phone them now.

[pause]

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

[pause]

MAN: I lost my camera on Friday. Did I tell you about it?
 WOMAN: No. What happened?
 MAN: We walked up a hill and when we got to the top, I put it down on the grass there. When we left, I forgot to pick it up ...
 WOMAN: Oh, dear!

[pause]

MAN : And now I can't find my dictionary. I was using it in the library this morning when someone came to speak to me. I can't remember bringing it home. Oh, I think I left it on the desk there.

WOMAN : David! You're terrible!

[pause]

WOMAN : Have you lost anything else this week?

MAN : My torch. I had it with me when I was at Harry and Sally's house last night. I needed it because I walked there in the dark. But I didn't need it on the way back because I caught a bus. Oh ... I remember. I left it in their kitchen on the table.

[pause]

MAN : And do you remember my old red scarf?

WOMAN : Yes, I do. I gave it to you for your birthday, remember?!

MAN : Oh, yes! Sorry! It was a good one – very soft and warm. And now I've lost that, too. We had a picnic by the lake last week and I left it there that afternoon.

[pause]

MAN : But the worst thing ...

WOMAN : Yes?

MAN : ... is I've lost my diary!

WOMAN : David!

MAN : I know. When I was in the café yesterday, it was in my pocket with my money. But then I took it out of my pocket when I visited the dinosaur museum after lunch. That's where it is ...

[pause]

Now listen to Part 3 again.

[The recording is repeated.]

[pause]

That is the end of Part 3.

[pause]

Part 4 Listen and look. There is one example.

[pause]

Which baby is Michael?

[pause]

WOMAN: Look, Michael, here's a picture of you when you were a baby!

BOY: Oh, no! Am I the one without any hair?

WOMAN: No, you had lovely hair. That's you, carrying a blanket.

BOY: Are you sure?

WOMAN: Yes, of course I'm sure!

[pause]

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

[pause]

1 Which is Michael's grandfather?

BOY: These are very old photos.

WOMAN: Yes. Can you find a picture of your grandfather when he was a young man?

BOY: Is this him? Was he a dentist?

WOMAN: No, that was uncle Fred.

BOY: This man is writing something. Was grandfather a journalist?

WOMAN: No, that wasn't him. Your grandfather was a farmer.

[pause]

2 Where did Michael's family live?

WOMAN: Look at this one. This is where we lived when you were a baby.

BOY: Was that our house on the top of the hill?

WOMAN: Yes. It was lovely. You could see for a long way.

BOY: Were there no other houses near us?

WOMAN: No. There was a big forest near our house. It was so quiet! But you were a noisy baby!

[pause]

3 Where did Michael's family go on holiday?

BOY: This photo looks interesting.

WOMAN: Yes. I took it on one of our family holidays.

BOY: What, in the jungle? We didn't sleep in that tent, did we?

WOMAN: Yes, we did. By that river. It was great!

BOY: Those insects look horrible!

WOMAN: Those aren't insects – they're very small birds!

[pause]

4 Which photo are they talking about?

BOY: Was this a birthday party?

WOMAN: No, it was Christmas. Can't you see the Christmas tree?

BOY: Oh, yes, who's that man in the photo?

WOMAN: That's your uncle Jim!

BOY: He looks so young. Why has he got a rucksack?

WOMAN: That's the present that we gave him for Christmas that year. He still uses it now!

[pause]

5 Which boy is Michael?

BOY: Oh, no! When did you take *this* picture?

WOMAN: Last week. Don't you remember? You went to sleep!

BOY: Where?

WOMAN: Downstairs in the armchair ... with your mouth open.

BOY: You take lovely pictures of everybody else, but horrible ones of me!

[pause]

Now listen to Part 4 again.

[The recording is repeated.]

[pause]

That is the end of Part 4.

[pause]

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

[pause]

MAN: Let's colour something.

GIRL: All right.

MAN: Can you start with the girl's hat?

GIRL: OK, what colour?

MAN: Er ... green.

GIRL: OK.

[pause]

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

[pause]

1

MAN: Now, would you like to colour something else?

GIRL: Yes, I want to colour the snowman.

MAN: Well, not all of him. Just his belt.

GIRL: Fine. Shall I make it yellow?

MAN: All right.

[pause]

2

GIRL: Can I draw something now?

MAN: Yes, of course you can. Draw some spots on the snowman's hat!

GIRL: Yes, that will look good.

MAN: And then colour them purple.

GIRL: OK, I'll do that.

[pause]

3

GIRL: I like drawing. Can I do some more?

MAN: No. Can you write something now?

GIRL: Oh. What shall I write?

MAN: Write the word 'ski'.

GIRL: Where?

MAN: On the boy's jacket.

GIRL: OK.

[pause]

4

MAN: Now, are you ready to colour something else?

GIRL: Yes.

MAN: Can you colour the sledge?

GIRL: All right. What's a good colour for that? Black?

MAN: No, blue's better, I think.

GIRL: Yes, I agree.

[pause]

5

MAN: OK, one last thing now.

GIRL: Can I colour the snowman's nose?

MAN: That's too easy. Let's do his umbrella.

GIRL: Well, what colour would you like?

MAN: Er ... grey.

GIRL: All right.

[pause]

Now listen to Part 5 again.

[The recording is repeated.]

[pause]

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

Reading and Writing

Part 1 (10 marks)

- | | | |
|-------------|---------------|----------------|
| 1 a salad | 2 an actor | 3 scissors |
| 4 a pizza | 5 a dentist | 6 flour |
| 7 a subject | 8 journalists | 9 a dictionary |
| 10 pilots | | |

Part 2 (7 marks)

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

Part 3 (5 marks)

- 1 A 2 E 3 G 4 B 5 H

Part 4 (6 marks)

- | | | |
|---------|-----------|--------------------|
| 1 heavy | 2 arrived | 3 shelves |
| 4 find | 5 happy | 6 Bill has to wait |

Part 5 (7 marks)

- | | |
|----------------------------|----------------------------|
| 1 park | 2 all her (school) friends |
| 3 pocket of her/Emma's bag | |
| 4 a/the street | 5 (interesting) things |
| 6 a/the/her/Emma's desk | 7 follow |

Part 6 (10 marks)

- | | | | | |
|-------|---------|--------|--------|------------|
| 1 the | 2 was | 3 but | 4 many | 5 are |
| 6 in | 7 write | 8 them | 9 to | 10 because |

Part 7 (5 marks)

- | | |
|-----------|---------------------|
| 1 night | 2 into/to/in/inside |
| 3 singing | 4 an 5 was |

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: Hello, this is (child's name)*. Hello *, my name's Janel/Ms Smith. What's your surname? How old are you?	Hello Fernandez eleven	What's your family name? Are you eleven?
1	Shows the candidate both Find the difference pictures. Points to the boy in the water in each one. Gives candidate his/her picture then describes things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, in my picture the boy's shorts are red, but in your picture his shorts are yellow. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, there are three fish in the sea. In my picture, the boy's hair is straight. In my picture, there are some little houses. They are behind a hill. In my picture, there's an octopus. It's wearing shoes. In my picture, the flag is white. In my picture, two people are walking on the beach.	<i>In my picture, there are four (fish in the sea).</i> <i>In my picture, his hair is curly.</i> <i>In my picture, the houses are in front of the hill.</i> <i>In my picture, the octopus isn't wearing shoes.</i> <i>In my picture, the flag is red.</i> <i>In my picture, two people are running on the beach.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. How many fish are there? Is the boy's hair straight? Are the houses behind a hill? Is the octopus wearing shoes? What colour is the flag? Are the people walking?
2	Briefly shows candidate the Information exchange cards. Then gives candidate his/her card. Asks the questions. Points to Peter's pet on candidate's card. Responds using information on examiner's card.	This is where Mary's pet sleeps. I don't know anything about Mary's pet, but you do. So I'm going to ask you some questions. What pet has Mary got? What's its name? What does it eat? How old is it? What colour is it? This is where Peter's pet sleeps. Now you don't know anything about Peter's pet, so you ask me some questions. (It's) a frog. spiders green and brown 8 months	<i>(It's) a horse.</i> <i>Harry</i> <i>carrots</i> <i>(It's) six years old.</i> <i>brown and black</i> <i>What pet has Peter got?</i> <i>What does it eat?</i> <i>What colour is it?</i> <i>How old is Peter's pet?</i>	Point at the information if necessary. Point at the information cues if necessary.

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

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
3	Shows candidate the Tell the story card. Allows time to look at it.	<p>These pictures tell a story. It's called 'A walk in the mountains'. Just look at the pictures first.</p> <p>The two girls are walking in the mountains. They're carrying rucksacks. Some people are skiing.</p> <p>Now you tell the story.</p>	<p><i>The girls are sitting down. They're having a picnic.</i></p> <p><i>It's snowing. The girls are putting on their coats. A snowman is giving an umbrella to the girls.</i></p> <p><i>The girls are singing and one girl is playing the guitar. The snowman likes the music.</i></p> <p><i>It's stopped snowing. The boys and the girls and the snowmen are having a party. Everyone's happy. They're all dancing and singing.</i></p>	<p>1. Point at the pictures. 2. Ask questions about the pictures.</p> <p>What are the girls doing now?</p> <p>Is the weather still good? What are the girls doing?</p> <p>What's the snowman giving to the girls?</p> <p>What are the girls doing?</p> <p>Does the snowman like the music?</p> <p>Is it still snowing?</p> <p>What's everyone doing? Are they all happy?</p>
4	Puts the pictures away and turns to the candidate.	<p>Now, let's talk about your home.</p> <p>Where's your home? Do you live in a flat or a house? Who lives there with you?</p> <p>What's your favourite room? Tell me about your bedroom.</p>	<p><i>in Madrid in a flat</i></p> <p><i>my mother, father and brother my bedroom</i></p> <p><i>It's big. It's blue. There are two windows.</i></p>	<p>Where do you live? Do you live in a house?</p> <p>Does your family live there? Which room do you like the best? Is your bedroom big or small? What colour are the walls? How many windows has it got?</p>
		OK, thank you, *. Goodbye.	Goodbye.	

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

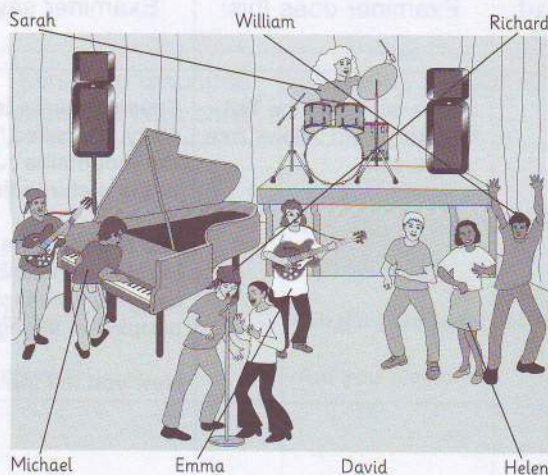
Test 2 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Helen and the girl dancing between the two boys
- 2 Richard and the boy with the head scarf, singing
- 3 Michael and the boy playing the piano
- 4 William and the boy dancing with his hands in the air
- 5 Emma and the girl playing the guitar



Part 2 (5 marks)

- 1 57/fifty-seven
- 2 rice
- 3 village
- 4 climbing
- 5 husband

Part 3 (5 marks)

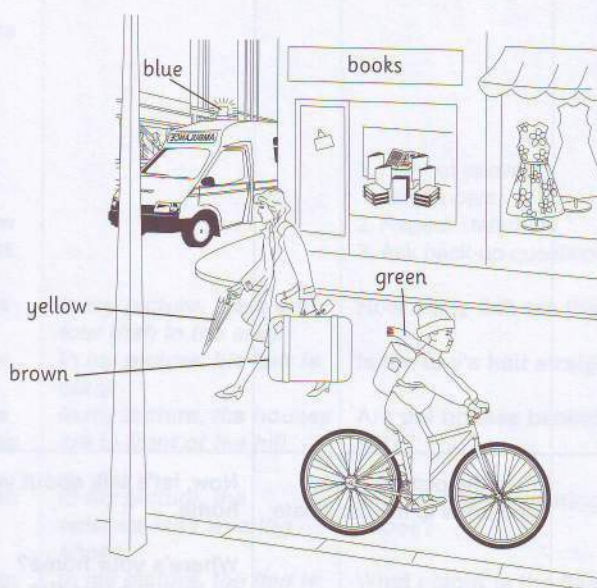
- 1 men – F – balcony
- 2 swan – A – river
- 3 parrot – E – bridge
- 4 bats – B – cave
- 5 insect – H – waterfall

Part 4 (5 marks)

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

Part 5 (5 marks)

- 1 Colour the woman's suitcase – brown
- 2 Colour the light on top of the ambulance – blue
- 3 Write 'books' on the front of the bookshop
- 4 Colour the boy's scarf – green
- 5 Draw an umbrella in the woman's hand and colour it – yellow



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

Part 1 Listen and look. There is one example.

[pause]

- MAN: So, this is your music club, is it?
 GIRL: Yes, do you want to sit and watch them for a few minutes, Dad?
 MAN: OK. Who is the girl that's playing the drums?
 GIRL: That's Sarah. She's good, isn't she?
 MAN: Yes, she is.

[pause]

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

[pause]

- MAN: Who is the girl who's dancing?
 GIRL: Between the two boys, you mean?
 MAN: Yes.
 GIRL: That's Helen.
 MAN: Oh, right.

[pause]

- MAN: Is that Richard – the boy who's wearing a scarf on his head?
 GIRL: There are two boys wearing scarves.
 MAN: The one at the front.
 GIRL: The singer?
 MAN: Yes.
 GIRL: Yes, that's him.

[pause]

- MAN: They're not bad, are they?
 GIRL: They're all OK, but Michael's excellent.
 MAN: The boy who is playing the guitar?
 GIRL: No, the one at the piano.

MAN: Oh, yes, I know him. I couldn't see his face very well.

[pause]

MAN: Does William ever come to the club?

GIRL: Yes, he's here. He's one of our dancers.

MAN: Which one?

GIRL: He has his hands above his head.

MAN: Oh, yes, I can see him.

[pause]

GIRL: Which one do you like best?

MAN: The girl with the guitar. Is that Emma?

GIRL: Yes! How did you know?

MAN: Oh, I know her mum and dad.

[pause]

Now listen to Part 1 again.

[The recording is repeated.]

[pause]

That is the end of Part 1.

[pause]

Part 2 Listen and look. There is one example.

[pause]

WOMAN: Hello, young man. Do you want to ask me some questions?

BOY: Yes, I've got to write some things about you for my homework.

WOMAN: Well?

BOY: When I see you on TV, everyone just calls you Betty. Do you have another name?

WOMAN: Yes, it's Betty Fountain. That's F-O-U-N-T-A-I-N.

[pause]

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

[pause]

BOY: Right, now I know. But I don't know how old you are.

WOMAN: You guess.

BOY: Mmmm. Forty-three?

WOMAN: No! Fifty-seven.

BOY: But you look so young!

WOMAN: Well, I try to eat the right things.

BOY: Like what?

WOMAN: I usually eat salad, rice and fish.

BOY: Mmm. Do you live in a big house near the beach, like all the other actors and singers?

WOMAN: No, I have a flat in the city and a little house in a village.

BOY: Oh. What do you do in your holidays?

WOMAN: We love sports, so in winter we go skiing and in the summer we go climbing.

BOY: Who do you go with?

WOMAN: I always go on holiday with my husband.

[pause]

Now listen to Part 2 again.

[The recording is repeated.]

[pause]

That is the end of Part 2.

[pause]

Part 3 Listen and look. There is one example.

[pause]

Alex's uncle loves taking photos with his new camera. Where did he take each photo?

[pause]

MAN: Look at these, Alex. They're some photos that I took with my new camera!

GIRL: Oh! They look great. You are clever!

MAN: I took this photo of these flowers when we were having a picnic by the lake. We walked there on Sunday. We were on holiday there.

[pause]

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

[pause]

GIRL: Where did you take this one?

MAN: The one of the two men? Well, I met them last week. I went with them to visit an old village in the mountains. This is a photo of them back at our hotel in the city – they were on their balcony there.

[pause]

MAN: And look at this lovely swan, Alex!

GIRL: It's great!

MAN: Your aunt and I were sitting by the river in town when I took this photo. It was very hot and sunny that day. We had lunch there. I enjoyed that day.

[pause]

MAN: I love this one!

GIRL: Why?

MAN: Well, I'll tell you the story about this one. We were walking over a bridge on Thursday when suddenly this parrot shouted out 'Hello!' I quickly took a picture of it before it flew back into the trees! It had a very long tail.

GIRL: Wow! How exciting!

[pause]

MAN: You'll like this one, too. All the others wanted to stay on the beach at the weekend but I wanted to do something more interesting. I found a dark cave there and went inside. There were lots of bats there. Here's the photo that I took of them.

GIRL: Weren't you afraid?

MAN: No!

[pause]

GIRL: And what about this one?

MAN: Mmm. I saw these strange insects on the rocks near a waterfall. Perhaps they liked the lovely cold water. It was another very hot day. I don't know what kind they are. Do you?

GIRL: No. But it's a great photo. They all are.

MAN: Thanks, Alex.

[pause]

Now listen to Part 3 again.

[The recording is repeated.]

[pause]

That is the end of Part 3.

[pause]

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

[pause]

What time did school finish?

MAN: Hello Sarah! You're late! It's after seven.

GIRL: Well, I played tennis with Sue after school today.

MAN: But school finished at half past three! That was a long tennis game.

GIRL: Well, we played until half past five and then we went to Sue's house. We were very thirsty and her mum gave us some lemonade.

MAN: All right, but why didn't you phone us?

GIRL: Sorry, Dad!

[pause]

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

[pause]

1 Which is Sarah's favourite lesson?

GIRL: We had my favourite lesson today.

MAN: What, art?

GIRL: No, that's not my favourite.

MAN: Well, it was.

GIRL: Oh, I liked art when I was younger, but I prefer science subjects now. And geography. I love learning all about the world. That's the best subject!

[pause]

2 Which girl is Sally?

GIRL: There's a new girl in my class, Dad! Her name's Sally.

MAN: Is she nice?

GIRL: Very nice. And she's got lovely long hair.

MAN: Well, your short hair is lovely, too, Sarah.

GIRL: Yes, but Sally's hair is curly, and mine's all straight.

[pause]

3 Which team is Sarah in?

GIRL: Something excellent happened today!

MAN: What?

GIRL: I'm going to be in a big sports competition. It's for lots of schools.

MAN: Great! Which sports?

GIRL: Well, some of my friends are going to be in races or play volleyball, but I'm in the swimming team.

[pause]

4 What did Sarah have for lunch?

MAN: What did you have for lunch today?

GIRL: Burgers and French fries.

MAN: Did you have any salad with that, or fruit?

GIRL: No ... I didn't ...

MAN: Sarah, you should always ...

GIRL: Dad, stop please!

[pause]

5 What is Sarah going to do next?

MAN: Well, what are you going to do now, Sarah? Are you hungry?

GIRL: No, I'm not. Can I have supper later?

MAN: OK. Are you going to do your homework now? Did your teacher give you some today?

GIRL: Yes, she did. She gave us some geography and maths.

MAN: OK. Well, you should do it now, I think.

GIRL: Oh, Dad, it's so hot this evening. I must have a shower first. I'll do my homework after that.

[pause]

Now listen to Part 4 again.

[The recording is repeated.]

[pause]

That is the end of Part 4.

[pause]

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

[pause]

WOMAN: OK, are you ready? Shall we start?
 BOY: All right.
 WOMAN: Can you see the boy? He's riding a bicycle. Colour his hat.
 BOY: What colour shall I do it?
 WOMAN: Is purple OK?
 BOY: Yes, that's fine.

[pause]

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

[pause]

1

WOMAN: Can you see the woman in the picture?
 BOY: Yes. She's crossing the street.
 WOMAN: That's right. Can you colour her suitcase, please?
 BOY: Can I colour it red?
 WOMAN: I prefer brown.
 BOY: Oh, all right then.

[pause]

2

WOMAN: Do you want to colour something else?
 BOY: Yes, but can I choose the colour this time?
 WOMAN: All right. Let's colour something on the ambulance.
 BOY: Can I colour its light? It's on the top of the ambulance.
 WOMAN: That will be good. What colour are you going to choose?
 BOY: Blue.

[pause]

3

WOMAN: Would you like to write something now?
 BOY: Oh. Is it difficult?
 WOMAN: No, it's very easy. Can you see the shop?
 BOY: The one that sells books?
 WOMAN: Yes. Can you write 'books' on the front?
 BOY: OK. That is easy!

[pause]

4

BOY: What next?
 WOMAN: OK. This time, can you colour something that the boy is wearing?
 BOY: His trousers?
 WOMAN: No, that will take too long.
 BOY: His scarf?
 WOMAN: Yes, OK. Colour it green.

[pause]

5

WOMAN: Last one now. Can you draw well?
 BOY: I'll try.
 WOMAN: Can you draw an umbrella? Draw it in the woman's hand.
 BOY: OK.
 WOMAN: And colour it yellow.
 BOY: Yes, I can do that.

[pause]

Now listen to Part 5 again.

[The recording is repeated.]

[pause]

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

Reading and Writing

Part 1 (10 marks)

- | | | |
|-----------------|---------------|---------------|
| 1 envelopes | 2 postcards | 3 a rucksack |
| 4 a race | 5 a diary | 6 football |
| 7 a circus | 8 a chemist's | 9 a telephone |
| 10 a restaurant | | |

Part 2 (7 marks)

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

Part 3 (5 marks)

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 C | 2 A | 3 F | 4 D | 5 H |
|-----|-----|-----|-----|-----|

Part 4 (6 marks)

- | | | | |
|---------|--------------------|---------|-----------|
| 1 angry | 2 shelf | 3 climb | 4 shouted |
| 5 idea | 6 Sunny's new home | | |

Part 5 (7 marks)

- 1 exciting
- 2 a/the (big) (red) umbrella/an umbrella
- 3 Richard
- 4 (upstairs) balcony/balcony upstairs
- 5 (very) afraid
- 6 (left) leg
- 7 children in her/Betty's class

Part 6 (10 marks)

- | | | | | |
|-----------|-------|---------|---------|--------|
| 1 because | 2 of | 3 them | 4 who | 5 hard |
| 6 their | 7 but | 8 there | 9 these | 10 be |

Part 7 (5 marks)

- | | | | | |
|--------|-----|------|-------|------|
| 1 like | 2 I | 3 Do | 4 put | 5 am |
|--------|-----|------|-------|------|

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
3	Shows candidate the Tell the story card. Allows time to look at it.	<p>These pictures tell a story. It's called 'Camping'. Just look at the pictures first.</p> <p>The two boys are camping in the countryside. The weather's good. They're in their tent. They're very happy.</p> <p>Now you tell the story.</p>	<p><i>Now it's windy. The tent's broken.</i></p> <p><i>The tent's on the grass. The boys are cold. They're sitting in some blankets. A giraffe's looking at them.</i></p> <p><i>The boys are picking the tent up. The giraffe's standing inside the tent.</i></p> <p><i>It's night time. The boys are sleeping in the tent. The giraffe's very kind.</i></p>	<p>1. Point at the pictures. 2. Ask questions about the pictures.</p> <p>Is the weather still good? Is the tent broken?</p> <p>Are the boys cold? Who's looking at them?</p> <p>What are the boys doing now? Where's the giraffe standing?</p> <p>Is it night time? What are the boys doing now? Is the giraffe kind?</p>
4	Puts the pictures away and turns to the candidate.	<p>Now, let's talk about the different days of the week.</p> <p>What day is it today? What did you do yesterday? How many days a week do you go to school? What's your favourite day? Tell me what you do on Saturdays.</p>	<p><i>Tuesday I went to school</i></p> <p><i>five days</i></p> <p><i>Saturday</i></p> <p><i>I don't go to school. I get up late. I play with my friends.</i></p>	<p>Is it <i>Tuesday</i> today? Did you go to school yesterday? Do you go to school every day of the week? Do you like <i>Saturday</i> best? What do you do in the morning on <i>Saturdays</i>? What do you do in the afternoon on <i>Saturdays</i>? What time do you go to bed on <i>Saturdays</i>?</p>
		OK, thank you, *. Goodbye.	Goodbye.	

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

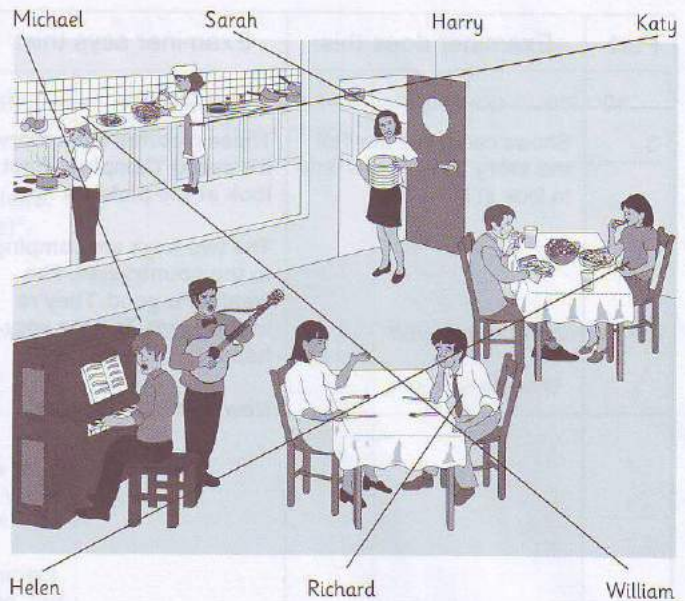
Test 3 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 William and the boy in the kitchen, cooking
- 2 Katy and the girl in the kitchen
- 3 Helen and the woman eating pizza
- 4 Sarah and the woman carrying plates
- 5 Richard and the sad man sitting at the front table



Part 2 (5 marks)

- 1 engineer 2 London 3 (by) train
- 4 half-past six/6, 6.30, half six/6, six thirty
(i.e. any clear expression of correct time)
- 5 golf

Part 3 (5 marks)

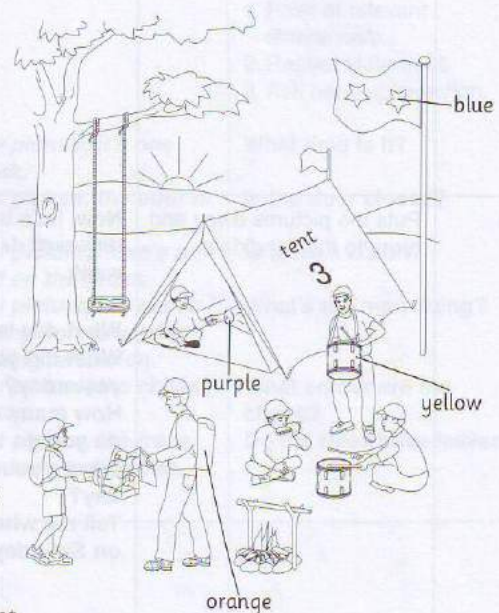
- 1 toy box – H – dolphin 2 address book – E – octopus
- 3 socks – B – hippo 4 gloves – F – dinosaur
- 5 umbrella – C – butterfly

Part 4 (5 marks)

- 1 A 2 C 3 B 4 A 5 B

Part 5 (5 marks)

- 1 Colour the rucksack of the tall boy in the foreground – orange
- 2 Colour the standing boy's drum – yellow
- 3 Draw two stars on the big flag and colour them – blue
- 4 Write the word 'tent' above the number 3 on the side of the tent
- 5 Colour the torch of the boy in the tent – purple



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

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

[pause]

WOMAN: I'm looking for Michael. Where is he?
 BOY: He's over there. Can you see him? He's singing.
 WOMAN: Is he the one playing the guitar?
 BOY: No, he's playing the piano.
 WOMAN: Oh, yes.

[pause]

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

[pause]

1

WOMAN: Look at William.
 BOY: What's he doing?
 WOMAN: He's cooking the food.
 BOY: Oh, yes. He's wearing a T-shirt. It's very hot in the kitchen.

[pause]

2

BOY: And which girl is Katy? Is she sitting at a table?
 WOMAN: No! She's helping to cook the food.
 BOY: Oh, I can see her. She's got a fork in her hand.

WOMAN: That's right. She's putting some pasta in a bowl.

[pause]

3

BOY: Where's Helen?

WOMAN: She's over there with her husband.

BOY: What's she eating?

WOMAN: I don't know. It looks like a pizza.

BOY: Yes. It smells great.

[pause]

4

WOMAN: Isn't Sarah strong!

BOY: Why, what's she doing?

WOMAN: Look! She's carrying all those plates.

BOY: They look very heavy. Careful, they might fall.

[pause]

5

BOY: Look at Richard.

WOMAN: Who is he? Does he work in the restaurant?

BOY: No, he doesn't. He's sitting at that table on the left.

WOMAN: He hasn't got any food!

BOY: No, it hasn't come yet. He doesn't look very happy, does he?

[pause]

Now listen to Part 1 again.

[The recording is repeated.]

[pause]

That is the end of Part 1.

[pause]

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

[pause]

GIRL: Hello. Can I ask you some questions about your job? It's for my English homework.

MAN: Yes, of course you can.

GIRL: Thank you. First, what's your surname?

MAN: It's Powers.

GIRL: Is that P-O-W-E-R-S?

MAN: That's right.

[pause]

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

[pause]

GIRL: And what do you do, Mr Powers? What's your job?

MAN: I'm an engineer.

GIRL: Oh. Do you like your job?

MAN: Yes. It's very interesting.

GIRL: Where do you work?

MAN: At London Airport.

GIRL: That's a very big place, isn't it?

MAN: Yes, a plane arrives there every minute.

GIRL: And how do you get to work every day? Do you go by car?

MAN: Oh, no, it's too far. I take the train every morning.

GIRL: Do you have to start work very early?

MAN: Well, usually I start work at half past eight, but on Saturdays, I begin at half past six. I'm always tired after that, but I don't have to work on Sundays or Mondays.

GIRL: Right. My last question. What do you like doing when you're not working? I mean, do you play a sport, like football or tennis ...?

MAN: Well, I prefer golf. That's my favourite sport, but I'm not very good at it.

GIRL: Thank you, Mr Powers. That's everything.

[pause]

Now listen to Part 2 again.

[The recording is repeated.]

[pause]

That is the end of Part 2.

[pause]

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

[pause]

Robert loves animals. Which animal picture has he got on each of his things?

[pause]

MAN: My son, Robert, loves animals.

WOMAN: Does he? Has he always liked them?

MAN: Yes. He's got pictures of them everywhere. I bought this jacket for him. It's got a panda on the front. He thinks it's great.

[pause]

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

[pause]

MAN: It was Robert's eighth birthday last week. We bought him this toy box to go in his bedroom. Can you see the dolphin on it?

WOMAN: Oh, yes, it's very nice.

MAN: I know. I like it too!

[pause]

MAN: And Robert bought that address book in a little shop when we were on holiday last summer. There was a nice book with a camel on the front but he chose this one

in the end. It's got an octopus on the front page. That's his favourite sea animal, I think.

WOMAN: I like them, too. But I like eating them more!

[pause]

WOMAN: And which other animals does Robert like?

MAN: He likes them all. Have you ever seen anything like these before? They're Robert's new socks. We got them for him at the market last Wednesday. Look! They've got little white hippos all over them. I haven't given them to him yet. He'll be surprised.

[pause]

MAN: And I got him these new gloves there, too.

WOMAN: They're nice. And you bought those at the same market?

MAN: Yes. I got them because they've got a dinosaur on each hand. But they look very friendly, don't they?

[pause]

WOMAN: Doesn't Robert have anything without an animal on it somewhere?

MAN: No! Even his umbrella has got an animal on it, too. He got it when he went to the museum with the school.

WOMAN: What's that on it? It's difficult to see.

MAN: It looks a lot like a bat, but it's a kind of butterfly. When I first saw it, I wasn't sure, but it is. Look!

WOMAN: Oh, yes.

[pause]

Now listen to Part 3 again.

[The recording is repeated.]

[pause]

That is the end of Part 3.

[pause]

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

[pause]

Where did Sarah go for her birthday?

[pause]

MAN: Hello, Sarah. Did you enjoy your birthday?

GIRL: Yes, thank you, Uncle Ben.

MAN: Did you have a party?

GIRL: No, not this year.

MAN: So, what did you do?

GIRL: Well, I wanted to go to the theatre in London, but it was too expensive, so Dad took us to a restaurant for dinner.

[pause]

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

[pause]

1 *Who went with Sarah?*

MAN: Who did you go to the restaurant with?

GIRL: Mum and Dad, and my best friend, Emma. She came, too.

MAN: What about your brother?

GIRL: He couldn't come with us because he was at work that evening.

[pause]

2 *Which is Sarah's favourite present?*

MAN: Did you get a lot of lovely presents, Sarah?

GIRL: Oh, yes. My grandmother bought me a CD player.

MAN: That's great.

GIRL: And I got some new pens and pencils from my cousins. But the present I like best is a brush and comb from Mum and Dad. They're made of silver and they were very expensive.

[pause]

3 *What does Sarah like most at the circus?*

GIRL: We're going to the circus on Friday night.

MAN: That sounds nice.

GIRL: It's a good circus with clowns ...

MAN: And horses? I like them best.

GIRL: Do you? I prefer the elephants. They're so clever!

[pause]

4 *How are they going to get there?*

MAN: It's a long way to the circus, isn't it? How are you going to get there?

GIRL: Well, we're going to take a taxi because it's too far to walk.

MAN: Why don't you go by bus? It's cheaper.

GIRL: Oh, no, it takes too long.

[pause]

5 *What are they going to eat at the circus?*

MAN: What about food? Are you going to take some sandwiches?

GIRL: No, we can have supper at home, before we go.

MAN: Would you like some sweets to eat there?

GIRL: No, thanks, Uncle Ben. Mum's going to buy us ice creams.

[pause]

Now listen to Part 4 again.

[The recording is repeated.]

[pause]

That is the end of Part 4.

[pause]

Part 5 *Listen and look at the picture.*

There is one example.

[pause]

BOY: I like this picture! Can I colour it, please?

WOMAN: Of course you can. Let's start now.

BOY: What shall I do first?

WOMAN: Can you see the tree next to the tent?

BOY: Yes.

WOMAN: Well, colour the swing under it.

BOY: What colour shall I make it?

WOMAN: Red.

[pause]

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

[pause]

1

WOMAN: Now find the tallest boy in the picture.

BOY: OK. Is he looking at a map?

WOMAN: Yes, he is. Can you colour his rucksack?

BOY: What colour?

WOMAN: Orange.

BOY: All right.

[pause]

2

WOMAN: Now for some more colouring.

BOY: Oh, good.

WOMAN: Find the boy who's standing on the right.

BOY: Where? Oh, I can see him. He's playing a drum.

WOMAN: That's right. Colour it yellow.

[pause]

3

WOMAN: There are two flags in the picture.

BOY: Yes, I can see them.

WOMAN: Well, first draw two stars on the flag on the right.

BOY: That's the big one.

WOMAN: Yes, that's right. And then colour them blue.

BOY: OK.

[pause]

4

WOMAN: Now you can write something.

BOY: Excellent.

WOMAN: Can you see the tent?

BOY: Yes. It's got a number three on it.

WOMAN: Yes. I want you to write the word 'tent' above the number.

BOY: OK.

[pause]

5

WOMAN: And last. Can you do some more colouring?

BOY: OK. Can I colour something purple?

WOMAN: What would you like to colour?

BOY: Can you see the boy in the tent?

WOMAN: Yes.

BOY: I'd like to colour his torch.

WOMAN: That's fine. The picture's much more interesting now.

[pause]

Now listen to Part 5 again.

[The recording is repeated.]

[pause]

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

Reading and Writing

Part 1 (10 marks)

- | | | |
|------------|--------|------------|
| 1 a spider | 2 salt | 3 wood |
| 4 clouds | 5 jam | 6 meals |
| 7 glass | 8 ice | 9 rainbows |
| 10 sugar | | |

Part 2 (7 marks)

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

Part 3 (5 marks)

- 1 C 2 A 3 H 4 D 5 E

Part 4 (6 marks)

- 1 corner 2 carry 3 ready 4 noisy
5 heard 6 Where has Sam gone?

Part 5 (7 marks)

- 1 Sunday 2 Ben and Harry 3 surprised
4 (big) (chocolate) (birthday) cake
5 Harry/Anna's (little) brother 6 behind the sofa
7 face, hands and clothes/face and hands/face and clothes/face/clothes/hands

Part 6 (10 marks)

- 1 also 2 but 3 can 4 stop 5 for
6 well 7 past 8 another 9 its 10 does

Part 7 (5 marks)

- 1 there 2 zoo/park
3 last/Monday-Sunday (any named day)/one/at/every
4 to 5 your/the

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: Hello, this is (child's name)*. Hello *, my name's Jane/Ms Smith. What's your surname? How old are you?	Hello Fernandez eleven	What's your family name? Are you <i>eleven</i> ?
1	Shows candidate both Find the difference pictures. Points to the car in each one. Gives candidate his/her picture then describes things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, the car in my picture is red, but in your picture it's blue. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, there are three flies near the plant. In my picture, the car door's closed. In my picture, the man has a moustache. In my picture, the frog's inside the box. In my picture, the chickens are eating some bread. In my picture, the horse is brown.	<i>In my picture, there are three spiders.</i> <i>In my picture, the car door's open.</i> <i>In my picture, he doesn't have a moustache.</i> <i>In my picture, the frog's on the box.</i> <i>In my picture, the chickens are drinking.</i> <i>In my picture, it's (black and) white.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. Are there three flies? Is the door of the car open? Does the man have a moustache? Is the frog inside the box? Are the chickens eating? Is the horse brown?
2	Briefly shows candidate the Information exchange cards. Then gives candidate his/her card. Points to Paul's bedroom on candidate's card. Asks the questions. Points to Peter's bedroom on candidate's card.	This is the house where Paul and Peter live. I don't know anything about Paul's bedroom, but you do. So I'm going to ask you some questions. What colour are the walls in Paul's room? Is his room upstairs or downstairs? What's Paul's favourite thing in this room? Which room is next to Paul's room? How many windows are there? Now you don't know anything about Peter's bedroom, so you ask me some questions.	<i>blue</i> <i>upstairs</i> <i>(his) computer</i> <i>(the) bathroom</i> <i>(There are) two.</i>	Point at the information if necessary.

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

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Responds using information on examiner's card.	downstairs (the) kitchen red (There are) three. (his) television	<i>Is Peter's room upstairs or downstairs?</i> <i>Which room is it next to?</i> <i>What colour are the walls?</i> <i>How many windows are there?</i> <i>What's Peter's favourite thing in his room?</i>	Point at information cues if necessary.
3	Shows candidate the Tell the story card. Allows time to look at it.	These pictures tell a story. It's called 'The same suitcases'. Just look at the pictures first. A woman and a man are going on holiday. They don't know each other. They are putting their clothes in their suitcases. Their suitcases look the same. Now you tell the story.	<i>They're at the airport. They're carrying their suitcases.</i> <i>They're getting off the plane. It's sunny.</i> <i>They're taking clothes out of the suitcases at the hotel. The man has the woman's suitcase and the woman has the man's suitcase!</i> <i>The woman's wearing the man's shirt. She's playing tennis. The man's wearing the woman's shirt. He's playing ball on the beach. They've seen each other and they're laughing.</i>	1 Point at the pictures. 2 Ask questions about the pictures. Where are they now? What are they carrying? What are they doing now? What's the weather like? What are they doing now? What's the problem? What's the woman wearing? What's she doing? What's the man wearing? What's he doing? Have they seen each other? Are they laughing?
4	Puts the pictures away and turns to the candidate.	Now, let's talk about what you do after school. What time does school finish? How do you go home from school? What do you eat when you arrive home? What homework do you do in the evenings? Tell me about the other things you do after school.	<i>four o'clock</i> <i>by car</i> <i>a sandwich</i> <i>maths</i> <i>I sometimes play with friends.</i> <i>I play football.</i> <i>I go to bed at nine o'clock.</i>	When do your lessons finish? Do you go home <i>by car</i> ? Do you have a <i>sandwich</i> ? Do you do <i>maths</i> ? Do you play with friends after school? <i>Do you play football?</i> What time do you go to bed?
		OK, thank you, *. Goodbye.	Goodbye.	

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

COMBINED STARTERS, MOVERS AND FLYERS THEMATIC VOCABULARY LIST

For ease of reference, vocabulary is arranged in semantic groups or themes. Some words appear under more than one heading.

In addition to the topics, notions and concepts listed for the syllabus, the following categories appear:

- miscellaneous objects/nouns
- adjectives
- determiners
- adverbs
- prepositions
- pronouns
- conjunctions
- verbs

s – first appears at *Starters*

m – first appears at *Movers*

f – first appears at *Flyers*

ANIMALS

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

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

THE BODY AND THE FACE

s arm
m back

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

CLOTHES

s bag
f belt

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

f uniform
s watch
s wear

COLOURS

s black
s blue
s brown
f gold
s green
s grey (or gray)
s orange
s pink
s purple
s red
f silver
s white
s yellow

FAMILY & FRIENDS

m aunt
s baby
s boy
s brother
s child/children
s cousin
s dad(dy)
m daughter
s family
s father
s friend
s girl
m granddaughter
s grandfather
s grandma
s grandpa
m grandparent
m grandson
m grown up
f husband
s live
s man/men
f married
s Miss
s mother
s Mr
s Mrs
s mum(my)
s old
m parent
m person/people
s sister
m son
f surname

s their
s them
s they
m uncle
s us
s we
f wife
s woman/women
s you
s young
s your

FOOD AND DRINK

s apple
s banana
s bean
f biscuit (US cookie)
m bottle
m bowl
s bread
s breakfast
s burger
f butter
s cake
f candy (UK sweets)
s carrot
m cheese
s chicken
s chips (US fries)
f chocolate
f chopsticks
m coffee
f cookie (UK biscuit)
m cup
s dinner
s drink (n & v)
s eat
s egg
s fish
f flour
s food
f fork
s fries (UK chips)
s fruit
m glass of
s grape
m hungry
s ice cream
f jam
s juice
f knife
s lemon
s lemonade
s lime

s lunch
s mango
f meal
s meat
s milk
s onion
s orange
m pasta
s pea
s pear
f pepper
m picnic
f piece
s pineapple
f pizza
f plate
s potato
s rice
f salad
f salt
m sandwich
s sausage
f smell
f snack
m soup
f spoon
f sugar
s supper
f sweets (US candy)
f taste
m tea
m thirsty
s tomato
f vegetable
s water
s watermelon

HEALTH

f chemist('s)
m cold
m cough
m dentist
m doctor
m earache
m fine
m headache
m hospital
m hurt
f ill
m matter (What's the matter?)
f medicine
m nurse
f problem

m stomach ache
m temperature
m toothache

THE HOME

m address
s apartment
s armchair
m balcony
m basement
s bath
s bathroom
s bed
s bedroom
m blanket
s bookcase
s box
f brush
s camera
s chair
s clock
f comb
s computer
f cooker
s cupboard
s desk
f diary
s dining room
s doll
s door
m downstairs
m dream
m elevator
f envelope
m fan
s flat
m floor
s flower
f fridge
s garden
s hall
m home
s house
f key
s kitchen
s lamp
f letter
m lift
s living room
s mat
s mirror
f money
s painting
s phone

s picture
 s radio
 s room
 f secret
 f shelf
 m shopping
 m shower
 s sleep
 f soap
 s sofa
 m stairs
 f stamp
 f swing
 s table
 f telephone
 s television/TV
 f toilet
 m toothbrush
 m towel
 s toy
 s tree
 m upstairs
 s wall
 m wash (n)
 s watch
 s window

MATERIALS

f card
 f glass
 f gold
 f metal
 f paper
 f plastic
 f silver
 f wood
 f wool

NUMBERS

s Cardinals: 1-20
 m Cardinals: 21-100
 f Cardinals: 101-1001
 m Ordinals: 1st-20th
 f Ordinals: 21st-31st

PLACES & DIRECTIONS

m above
 f airport
 m bank
 s behind
 s between
 f bookshop

f bridge
 m bus station
 f bus stop
 m café
 f castle
 f chemist(s)
 m cinema
 f circus
 f club
 f college
 f corner
 f east
 f end
 f factory
 m farm
 f fire station
 f front
 f get to
 s here
 m hospital
 f hotel
 s in
 s in front of
 f kilometre(s) (US
 kilometer(s))

f left
 m library
 f London
 m map
 m market
 f museum
 s next to
 f north
 s on
 f over
 s park
 m place
 m playground
 f police station
 f post office
 f restaurant
 f right
 m road
 s shop (US store)
 f south
 m square
 f station
 s store (UK shop)
 m straight
 f straight on
 s street
 m supermarket
 m swimming pool
 f theatre
 s there

s under
 f university
 f way
 f west
 m zoo

SCHOOL

s alphabet
 s answer
 f art
 s ask
 f bin
 s board
 s book
 s bookcase
 s class
 s classroom
 s close
 f club
 f college
 s colour
 f competition
 s computer
 s correct
 s cross
 s cupboard
 s desk
 f dictionary
 s door
 s draw
 s English
 s eraser
 f exam (examination)
 s example
 s find
 f flag
 s floor
 f geography
 f glue
 f group
 f history
 m homework
 s know
 f language
 s learn
 s lesson
 s letter (as in alphabet)
 s line
 s listen (to)
 s look
 f maths
 m mistake
 s name
 s number

s open
 s page
 s part
 s pen
 s pencil
 s picture
 s playground
 s question
 s read
 s right (as in correct)
 s rubber
 f rucksack
 s ruler
 s school
 f science
 f scissors
 s sentence
 f shelf
 s spell
 s story
 f student
 f subject
 s teacher
 s tell
 s test (n & v)
 m text
 s tick (n & v)
 s understand
 f university
 s wall
 s window
 s word
 s write
 f zero

SPORTS & LEISURE

s badminton
 s ball
 s baseball
 s basketball
 m bat
 s beach
 s bike
 s boat
 s book
 s bounce
 s camera
 s catch
 m CD
 m comic/comic book
 f conversation
 f diary
 s doll
 s draw(ing)

s drive
f drum
m DVD
s enjoy
s favourite
m film
s fish(ing)
f flashlight
s fly
s football (US soccer)
s game
f golf
s guitar
s hit
s hobby
s hockey
m holiday
f hotel
s kick (n & v)
s kite
s listen (to)
f magazine
m music
s paint(ing)
m party
s photo
s piano
s picture
s play (with)
f player (as in CD player)
f postcard
m present
f programme (US program)
f pyramid
f race
s radio
s read
s ride (n & v)
f rucksack
s run
f score
s sing
m skate
f ski
f sledge
f snowball
f snowman
s soccer (UK football)
s song
s sport
m sports centre
s story
f suitcase

s swim (n)
m swimming pool
f swing
s table tennis
f tape recorder
f team
s television/TV
s tennis
f tent
s throw
f torch
m towel
s toy
s TV/television
f umbrella
m video
f volleyball
m walk (n)
s watch

TIME

f a.m.
m after
s afternoon
m age
f ago
m always
f autumn
m before
s birthday
f century
f Christmas
s clock
f date
s day
f early
s end
s evening
m every
f future
f half
f hour
f late
f later
f midday
f midnight
f minute
f month
s morning
m never
s night
f o'clock
f p.m.
f past

f quarter
m sometimes
f spring
f summer
f time
s today
f tomorrow
f tonight
s watch
m weekend
f winter
f year
m yesterday
 The days of the week:
m Sunday
m Monday
m Tuesday
m Wednesday
m Thursday
m Friday
m Saturday
 The months of the year:
f January
f February
f March
f April
f May
f June
f July
f August
f September
f October
f November
f December

TOYS

s ball
s baseball
s basketball
s bike
s car
s doll
s football
s game
s helicopter
s kite
s lorry (US truck)
s monster
s plane
s robot
s toy
s train
m treasure
s truck (UK lorry)

TRANSPORT

f airport
f ambulance
f bicycle
s bike
s boat
s bus
m bus station
s car
m drive
m driver
f fire engine
s fly
s go
s helicopter
s lorry (US truck)
s motorbike
s plane
s ride
f rocket
s run
f station
s swim
f taxi
m ticket
f traffic
s train
s truck (UK lorry)
s walk

WEATHER

m cloud
m cloudy
f fog
f foggy
f ice
m rain
m rainbow
f sky
m snow
f storm
s sun
m sunny
m weather
m wind
m windy

WORK

f actor/actress
f airport
f ambulance
f artist
f astronaut
f business

- | | | | |
|---|-------------------|---|-------------|
| f | businessman/woman | m | lake |
| f | circus | m | leaf/leaves |
| m | clown | m | moon |
| f | cook | m | mountain |
| f | dentist | f | planet |
| m | doctor | m | plant |
| f | engineer | f | pyramid |
| f | factory | m | river |
| m | farmer | m | road |
| f | fireman/woman | m | rock |
| f | footballer | s | sand |
| m | hospital | s | sea |
| f | job | s | shell |
| f | journalist | f | sky |
| f | mechanic | f | space |
| f | meeting | m | star |
| f | news | s | street |
| f | newspaper | s | sun |
| m | nurse | m | town |
| f | office | s | tree |
| f | painter | m | village |
| f | photographer | s | water |
| f | pilot | m | waterfall |
| m | pirate | f | wood |
| f | police station | m | world |
| f | policeman/woman | | |
| f | queen | | |
| f | secretary | | |
| f | singer | | |
| s | teacher | | |
| f | tennis player | | |
| f | waiter | | |
| m | work | | |

THE WORLD AROUND US

- f air
- s beach
- f bridge
- f castle
- f cave
- m city
- m country(side)
- f desert
- f environment
- m field
- f fire
- m forest
- f future
- m grass
- m ground
- f hill
- m island
- m jungle

USEFUL WORDS & EXPRESSIONS

- s bye (-bye)
- m come on!
- f excellent
- m excuse me
- s goodbye
- s hello
- s I don't know
- s no
- s oh
- s oh dear
- s OK
- s pardon
- s please
- s right
- m see you!
- s so
- s sorry
- s thank you
- s thanks
- s then
- s well
- s well done
- s wow
- s yes

ADJECTIVES

- | | | | |
|---|-----------|---|------------------------|
| m | afraid | f | front |
| m | all | f | full |
| m | all right | f | fun |
| s | angry | f | funny |
| m | awake | f | glass |
| m | back | f | gold |
| m | bad | s | good |
| s | beautiful | s | great |
| m | best | f | half |
| m | better | s | happy |
| s | big | f | hard |
| f | bored | f | heavy |
| m | boring | s | her |
| m | bottom | f | high |
| f | brave | s | his |
| f | broken | f | horrible |
| m | busy | m | hot |
| m | careful | m | hungry |
| f | cheap | f | ill |
| s | clean | f | important |
| m | clever | f | interesting |
| s | closed | s | its |
| m | cloudy | f | kind |
| m | cold | m | last |
| s | correct | f | late |
| f | dangerous | f | left (as in direction) |
| f | dark | f | light |
| f | dear | f | little |
| m | different | s | long |
| m | difficult | m | loud |
| s | dirty | f | lovely |
| s | double | f | low |
| f | dry | f | many |
| f | each | f | married |
| f | early | f | metal |
| m | easy | f | missing |
| f | empty | m | more |
| s | English | m | most |
| f | enough | s | my |
| m | every | m | naughty |
| f | excellent | s | new |
| f | excited | f | next |
| m | exciting | s | nice |
| f | expensive | f | noisy |
| f | extinct | s | old |
| m | famous | f | open |
| f | far | f | other |
| f | fast | s | our |
| m | fat | f | paper |
| s | favourite | f | plastic |
| m | fine | f | poor |
| m | first | m | quick |
| f | friendly | m | quiet |
| | | f | ready |
| | | f | rich |

s right (correct)
f right (as in direction)
m round
s sad
f same
m second
s short
f silver
f single
m slow
s small
f soft
s sorry
f spotted
m square
m straight
f strange
f striped
m strong
f sure
m surprised
m tall
s terrible
s their
f tidy
m thin
m third
m thirsty
m tired
m top
s ugly
f unfriendly
f unhappy
f untidy
f warm
m weak
m well
m wet
m windy
m worse
m worst
m wrong
s young
s your

DETERMINERS

s a/an
f a few
f a little
s a lot of
m all
m another
m any
m both

f each
m every
s lots of
s many
m more
m most
f much
s my
s no
s one
f other
s some
s that
s the
s these
s this
s those

ADVERBS

m a lot
f after
s again
f ago
m all right
f already
f also
m always
f anywhere
f away
m back
m badly
f before
m best
m better
m carefully
m down
m downstairs
f early
f else
f ever
f everywhere
f far
f fast
f first
f hard
s here
m how
m how much
m how often
m inside
f just
m last
f late
f later

s lots
m loudly
m more
m most
f much
f near
f never
f next
s not
s now
f nowhere
f of course (not)
m off
m often
m on
f once
m only
m out
m outside
f over
f perhaps
m quickly
m quietly
m slowly
f so
m sometimes
f somewhere
f soon
f still
f straight on
f suddenly
m then
s there
s today
f together
f tomorrow
f tonight
f too
f twice
m up
m upstairs
f usually
s very
m well
m when
m worse
m worst
m yesterday
f yet

PREPOSITIONS

m about
m above
f across

m after
s at
m before
s behind
m below
s between
m by
m down
f during
f far
f for
f from
s in (prep of time)
s in front of
m inside
f into
s like
m near
s next to
s of
m off
s on
m on (prep of time)
m opposite
m out of
m outside
f over
f past
m round
f since
f than
s to
f through
s under
f until
s with
f without

CONJUNCTIONS

f after
s and
m because
f before
s but
f if
s or
f so
m than
m when

PRONOUNS

m all
m another
f anyone

Thematic Vocabulary List

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

f sledge
m snow
f sound (like)
s start
f stay
s stop
f study
s talk
f taste (like)
s test
m text
f thank
s tick
f tidy
s try
f turn
f turn (off/on)
f use
m video
f visit
m wait
s walk
s want
m wash
s watch
s wave
f whisper
f whistle
f wish
m work

MODALS

s can/cannot/can't
m could
f may
f might
m must
m shall
f should
m would

QUESTION WORDS

s how
s how many
m how much
m how often
s how old
s what
m when
s where
s which
s who
s whose
m why

NAMES

s Alex
s Ann
s Anna
s Ben
f Betty
s Bill
m Daisy
f David
f Emma
m Fred
m Harry
m Helen
m Jack
m Jane
s Jill
m Jim
m John
f Katy
s Kim
s Lucy
m Mary
s May
f Michael
s Nick
s Pat
m Paul
m Peter
f Richard
f Robert
m Sally
s Sam
f Sarah
s Sue
s Tom
m Vicky
f William

●●● **Cambridge Young Learners English Tests**
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CAMBRIDGE

Flyers

3

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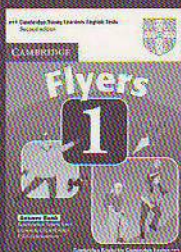
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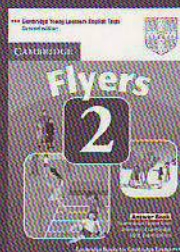
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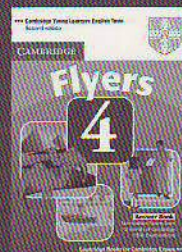
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