

CAMBRIDGE

**Young Learners
Flyers Practice Tests**

Introduction and Tips

Contents

Introduction	2
An overview of Flyers	2

Tips

Listening	4
Reading and Writing	7
Speaking	10
Revision tips	12
Practical tips for test day	12

Introduction

The Cambridge Young Learners English Tests are designed to test the English of primary school learners between the ages of 7 and 12. There are three levels: *Starters*, *Movers* and *Flyers*. The three tests are designed to take young learners of English as a foreign language from beginner to Waystage. Flyers level is equivalent in level to the Cambridge KET test but is designed for children rather than young adults.

There are no pass or fail grades for these tests. All students taking the tests receive a certificate with between one and five shields in each component to show how they have performed.

Flyers, the third level, is aimed at students aged between 10 and 12. The average age of Flyers candidates is 11.

An overview of Flyers

Listening

about 25 minutes / 25 items

There are five parts. Each part begins with a clear example. All the texts are heard twice.

	Main skill focus	Input	Expected response / Item type	Number of items
1	Listening for lexical items and phrases	Picture, names and dialogue	Match names to people in a picture by drawing a line	5
2	Listening for information and numbers / spelling	Gapped text and dialogue	Write words or numbers	5
3	Listening for detailed information	Picture sets and dialogue	Match pictures with information by writing letters in box	5
4	Listening for specific information	3-option multiple-choice pictures and dialogues	Select one of three pictures by ticking box	5
5	Listening for lexis and specific information	Picture and dialogue	Colour, draw and write	5

Reading & Writing

40 minutes / 50 items

There are seven parts. Each part begins with a clear example.

	Main skill focus	Input	Expected response / Item type	Number of items
1	Reading and understanding definitions	Lexical sets of nouns and definitions	Match words to definitions by copying the word	10
2	Reading and understanding sentences	Picture and sentences	Write 'yes' or 'no' next to the sentences	7
3	Reading and identifying appropriate utterances	Short dialogue with multiple responses	Select the best response by writing the appropriate letter	5
4	Reading and completing a gapped text with one word	Cloze text with missing words (nouns, adjectives or verbs) supplied	Copy the missing words correctly, then select the best title for the story from a choice of three	6
5	Reading and understanding a story and completing sentences about the story	Short text with gapped sentences	Read the story then complete the gapped sentences by writing 1, 2, 3 or 4 words into each sentence	7
6	Reading and completing a gapped text with one word	Cloze text with a 3-option grammatical multiple choice	Copy the missing words correctly, by selecting the best word from a choice of three	10
7	Reading and completing a gapped text with one word	Open cloze (no missing word supplied) text	Write one word in each gap (no word supplied)	5

Speaking

7–9 minutes / 4 parts

This takes the form of a one-to-one exchange. The language used by the examiner is based on and controlled by a script (there are examples of this in the Key).

	Input	Expected response / Item type
1	Greeting and name check (unassessed); two similar pictures and oral statements describing differences between the two pictures	Identify six differences in candidate's picture following statements made about examiner's picture
2	One set of facts and one set of question prompts	Answer and ask questions about two people, objects or situations
3	Picture sequence which tells a story	Describe each picture in turn in order to tell the story
4	Open-ended questions about the candidate	Answer personal questions

Wordlist

You may notice that there are some words that appear in these tests that are not in the Vocabulary List. These are words that are commonly used in coursebooks at this level and that students will be familiar with. It is assumed that students are already familiar with all the words in the YLE Starters and Movers vocabulary list.

Tips

Listening

Each part is heard twice in the exam.

Part 1	Tips
<p>Students look at a picture with different people doing various activities. There are seven names around the edge (all names feature in the YLE wordlists). Students listen to a dialogue about the different people in the picture and draw a line from the names to the appropriate people. There is one name they do not need to use.</p> <p>Test focus: listening for lexical items and phrases</p>	<p>Teaching tip Find pictures (which are appropriate to Flyers level) showing people in different situations. Get students to work in pairs. One student makes statements about the people in the pictures and the other decides whether this information is correct or incorrect. Alternatively, give students a photocopy of a basic scene, e.g. a shopping street, the countryside, etc. and give them instructions about where to draw different people into the scene, describing the people, their clothes and their position in the picture. You should have the 'correct' version of the picture which shows the people you have been describing. Then ask students to compare their picture with yours.</p> <p>Tips for the test</p> <ul style="list-style-type: none">• Listen carefully for the clues telling you which person matches which name, e.g. there may be two people doing the same thing but only one, for example, is wearing a jacket.• You must draw a line from the names while you listen to one long conversation. Make sure that the line you draw is straight and very clear to see.
<p>Students complete a form, e.g. an invitation or a notebook, prompted by words provided from the wordlists. They listen and fill in missing words on the form.</p> <p>Test focus: basic information e.g. lexical items, personal information, making arrangements</p>	<p>Teaching tip Get pairs of students to write mini-dialogues using words from the wordlist. Check the dialogues and get the students to record them. Ask the students to write out their dialogues leaving gaps for nouns, names and numbers, if possible. Get students to swap dialogues and try to complete each other's exercises. You could also try writing a list of people's names and different places on the board. Make sure the words are similar and contain letters which can cause confusion for students, e.g. 'y' and 'i'. Spell some of the names and get students to write down the words you're spelling. Then do the exercise again without the words on the board to help them.</p> <p>Tips for the test</p> <ul style="list-style-type: none">• Look carefully at the missing information before you listen, so that you know what information you have to listen for. Be careful – sometimes the people talking on the recording will change or correct the information, so listen to everything to say. Make sure you write the correct information.• Make sure you know your alphabet and numbers well. You often have to write a name which will be spelt out for you. You may also have to write the numbers (digits, not words) for a telephone number.

Part 3**Tips**

Students listen to a conversation which is led by one speaker. They match a list of illustrated words or names with a set of pictures.

Test focus: listening to a dialogue for basic information and responding to it by matching pictures, e.g. people with the places they visited

Teaching tip

Prepare picture cards in lexical sets, e.g. girls and boys with their names, days of week, animals, places, jobs, classroom items, etc. Try to have about eight cards in each set. Give students two sets of cards which they have to match up in some way. For example, you might give a set of different people and a set of places. Ask the students to tell each other, for example, where each person went last weekend. This task can be repeated with different sets of cards – a set of activities, presents, etc – which students can 'match' to a person. Students can take it in turns to make sentences which link one card from each set and another student tries to pick up the right cards. If one student gets it wrong, another student can try and the student with the most pairs of cards wins.

Tips for the test

- Look at all the pictures carefully and tell yourself the names of the things you can see in the pictures. Also, if appropriate, tell yourself what the people are doing in each picture. Thinking about this will familiarize yourself with phrases you may hear.
- If you think two pictures look similar, find the differences between them. This will help you not to choose the wrong picture when you listen. Then make sure you write the correct letter in the box.

Part 4**Tips**

Students listen to a dialogue and answer five questions which are both printed on the test paper and heard on the recording. For each question, students look at a set of three pictures as they listen and then tick the correct box, A, B or C.

Test focus: listening for detailed information

Teaching tip

Give students sets of three pictures. These can be very simple and hand-drawn. Make the content of each picture slightly different from the other two. Students describe the differences between the pictures, e.g. this girl is going upstairs, this girl is going downstairs, this girl is sitting on the stairs, etc. This could also be done as a revision exercise, when students are learning new lexical sets.

Tips for the test

- Before you listen, read the questions carefully and think about what differences you can see in each picture. Sometimes it will just be different things, e.g. burger, pizza, pasta. At other times it will be people doing different things, e.g. swimming, walking, cycling.
- Make sure that your tick is very clear and use the second time you hear the recording to check you have the right answer.

Students look at a black and white picture and listen to instructions in the form of a conversation between an adult and a child. Students have to find and colour three things in the picture. They also have to write one word in the picture and draw one simple object in it.

Test focus: listening for lexis and position of lexis

Teaching tip

Students work in pairs. Give each pair the same black and white picture, e.g. from a child's colouring book or something you've drawn yourself. Make sure you use lexis from the wordlists in these pictures. Get the students to sit in pairs, back to back. One student colours something in the picture and tells the other, e.g. the man on the left has a red hat. When they've finished, they can compare pictures to see how well they've done. Students can then do the same activity, telling each other to draw simple pictures and write something on the picture.

Tips for the test

- Look at the picture carefully. Sometimes you will find there are two similar things in the picture. Think about what is different about them, e.g. if there are two horses, is one bigger than the other? Listen for this difference on the recording to help you carry out the instruction given.
- The colour you are asked to use may be different from the colour you expect, e.g. the cake might be purple. The word you are asked to write will be from the wordlist and you must write it clearly. The object you have to draw is simple and the object is often already somewhere in the picture, so you can easily copy it.

Reading & Writing

Part 1	Tips
<p>Students look at ten definitions of different words. They match the definitions with words which come from several different lexical areas. There are five extra words the students do not need to use.</p> <p>Test focus: understanding definitions of words from the wordlists</p>	<p>Teaching tip In pairs, ask students to write their own definitions to lexical sets of nouns from the wordlists. These could be words that have recently been taught in class. Then get students to form new pairs and take it in turns to read definitions to their new partner who has to draw pictures of the definitions or write a simple phrase. The students can then check the pictures and definitions together to see how many they have got right.</p> <p>Tips for the test</p> <ul style="list-style-type: none">• Look at the fifteen individual words and think about what they mean. Some of them will have similar meanings, e.g. flour and sugar are both used to make cakes but only one is sweet. Then read the definitions, underline the important words in the definition before you choose the word it describes.• Always start with the words you are confident about first. Then put a line through these words so you can see which words you still have to match with a definition. Make sure you copy the word carefully and spell it correctly.

Part 2	Tips
<p>Students look at a picture, read seven sentences and indicate whether the information is correct or not (by writing 'yes' or 'no') according to what they see in the picture.</p> <p>Test focus: understanding information at sentence level</p>	<p>Teaching tip Get students to draw pictures of different scenes using Flyers vocabulary. For example, ask them to draw a scene with a castle and a river. Then give them ten different people to put into the picture, such as a very young boy, a photographer, a queen, etc. Give them six verbs, e.g. running, climbing, etc. and tell them that some of the people have to be doing these things. Ask them to write ten sentences about their picture, five right and five wrong. Students then give their pictures and sentences to their partner who decides which sentences are right and which are wrong.</p> <p>Tips for the test</p> <ul style="list-style-type: none">• Check all parts of the sentence, e.g. <i>The boy in front of the castle is wearing a jacket with spots on it.</i> Ask yourself is the boy in front of the castle or next to it? Is the boy wearing a jacket or is it a sweater? If the boy's wearing a jacket, does it have spots on it?• Check the picture and the sentence again before you decide that the answer is 'yes'. Remember, if one of the points is wrong you must answer 'no' to the question.

<p>Part 3</p> <p>Students read a written dialogue consisting of five exchanges where the second speaker's line of dialogue is missing. Students choose the appropriate line of dialogue from the options given, by writing the correct letter in the space provided. There is one extra line of dialogue which the students do not need to use.</p> <p>Test focus: identifying appropriate utterances and functional language</p>	<p>Tips</p> <p><i>Teaching tip</i> Get students to record short situational dialogues in pairs, e.g. at the shops, at the cinema, in a restaurant, etc. Give them the dialogues to begin with but as they get better, ask them to write short dialogues of their own. Make photocopies of the different dialogues, cut the second speaker's dialogue into separate sentences and give them to the students in the wrong order. Students can then listen to the recording whilst ordering the dialogue or try to order the dialogue before listening and checking.</p> <p><i>Tips for the test</i></p> <ul style="list-style-type: none"> • Look at the sentence above the gap. Think about what you would say in reply and try to find something similar in the options. Check that the answer you choose also makes sense with the sentence after the gap. • When you have completed the dialogue, read through all the lines again to check it makes sense. If one option doesn't work, select another option.
<p>Part 4</p> <p>Students fill in five gaps in a story from a set of nine given words, one of which is the example. The gaps may be nouns, adjectives or verbs. Students also choose the best title for the story from a choice of three possible titles.</p> <p>Test focus: putting nouns, adjectives and verbs into basic contexts</p>	<p>Tips</p> <p><i>Teaching tip</i> Photocopy simple stories, e.g. from graded readers, and blank out target vocabulary. This could be revision of what you've been teaching in class. Alternatively you could make up some simple stories using words from the wordlists. Give students a list of missing words (nouns, adjectives and verbs only) for the story. Students then decide where the missing words go. Get the students to form new groups to tell their stories. Tell them they must use all the words that were missing to tell the stories. The listening students have to guess which words they think were missing from the stories. Doing this will help the students to remember the target vocabulary.</p> <p><i>Tips for the test</i></p> <ul style="list-style-type: none"> • Read the whole story and try to understand it before you decide which words are missing. Try to decide which type of word is missing: a noun, an adjective or a verb? • For question 6, try to explain why two of the options are wrong. This will help you choose the best name for the story.
<p>Part 5</p> <p>Students look at an illustrated text, then complete the gapped sentences which follow the text using between one and four words.</p> <p>Test focus: comprehension at text level, understanding of grammar at sentence level</p>	<p>Tips</p> <p><i>Teaching tip</i> Tell a short and simple story to students. Then repeat the whole story but leave out some of the words and ask students to shout out the missing words out as the story goes along. You could write the missing words on the board to help students. This task can be repeated several times and you can vary the number of missing words between one and four. Students can also listen to your story and then work in groups to complete gapped sentences about the story from memory.</p> <p><i>Tips for the test</i></p> <ul style="list-style-type: none"> • Read the story carefully and then read the sentences. Read the story again and underline the parts of the story that give the information you need for the sentences. • The words you need to use will be in the story but may not be in the same order as the sentence so make sure the words you write make sense in the sentence.

Part 6	Tips
<p>Students read a gapped text in the style of a factual text. For each of the ten gaps, they choose the appropriate word from three possible options which form a set, e.g. prepositions, nouns, verbs, etc.</p> <p>Test focus: awareness of grammar at text level and the ability to choose correct grammatical forms</p>	<p>Teaching tip Choose grammatical sets of words from the wordlists, e.g. if, because, when; young, younger, youngest; can, must, should. Prepare sentences using each of the words and discuss the differences in meaning between the three words and when they can and can't be used. Get students to write similar sentences of their own and then take the words out of each of the sentences they've prepared. Students then swap the gapped sentences, and a list of the missing words, with another group. Then they should try to complete the gaps in the new sentences with the words provided</p> <p>Tips for the test</p> <ul style="list-style-type: none"> • Read the text carefully to try to understand it before you worry about the gaps. Before you look at the words, read the text again and think of a word you would put into each gap. This may help you decide which of the three words is the right one. • For each missing word, think about the differences between the possible answers, e.g. sleeping, sleeps, sleep, and which one could be used correctly in the sentence.

Part 7	Tips
<p>Students read a short gapped text in the form of, for example, a letter, note, postcard or diary entry. They complete each gap with the missing word, which can be grammatical or lexical. No words are supplied.</p> <p>Test focus: awareness of grammar at text level and knowledge of correct grammatical forms</p>	<p>Teaching tip Like Part 4, photocopy or write simple, short texts and blank out target vocabulary. Language like common collocations, e.g. ask a question, take photos, or prepositions, e.g. on Tuesday, after the lesson, are very useful practice.</p> <p>Tips for the test</p> <ul style="list-style-type: none"> • Look at the words before and after the gap and ask yourself what sort of word is missing. Make sure you use the correct tense if it's a verb. • Read your completed text again to check it makes sense and that your spelling is right and clear to read.

Speaking

Before the test starts, the student is introduced to the examiner by an usher, for example, their teacher or another person who speaks the student's first language. The examiner then greets the student and the test is conducted on a one-to-one basis and in English.

Throughout the test the examiner will ask back-up questions if the student has difficulty in responding.

Part 1

Tips

The examiner gives the student a picture of a scene. The examiner has a similar picture which is shown to the student briefly and only once in order to explain the task. The examiner says something about the picture and the student then explains what the difference is,

e.g. Examiner: In my picture, the man is carrying a suitcase.

Student: In my picture, he's carrying a rucksack.

The student and examiner talk about six of the differences in the picture.

Teaching tip

Draw a simple picture choosing words from the wordlist or recently learnt vocabulary. Describe your picture to the students, telling them what to draw but don't tell them exactly where things are or what colour they are, e.g. 'I'm drawing a picture of a street in a town. There's a bank, a post office and a cinema. There's a bus in the street. There are two women and three children. Put a bicycle in the picture. One of the people's carrying an umbrella and someone has a bag.' Once the students have drawn their interpretation of the picture and coloured it in, get one or two of them to compare their picture with yours and talk about the differences.

Tips for the test

- Listen carefully to what the examiner says and find the part of the picture the examiner's talking about.
- Start your answer with the words the examiner has used, e.g.

Examiner: *In my picture, there's a woman in front of the fire station.*

Find the fire station, look carefully and use the examiner's words to help you give an answer in a full sentence:

You: *In my picture, there's a man in front of the fire station.*

Part 2

Tips

The examiner gives the student a picture card showing one picture with questions and answers and a second similar picture with prompt questions but without any answers. The cards will be about two similar things, e.g. two films, two holidays, two restaurants, etc. The examiner asks the student questions about the first picture and the student gives short answers by using the information with the picture. The student then uses the prompt questions with the second picture to question the examiner and find out the missing answers. The examiner responds to the student's questions.

Teaching tip

Tell students to describe an imaginary object, e.g. a bag. Get them to write the questions and answers about the object, e.g. What colour is it? red; Where is it? in my bedroom; Whose is it? my sister's. Get the students to work in pairs and ask each other the questions about their bags. As the students get better at this, ask them to describe more difficult things, for example, situations such as their last holiday: Where did you go? Italy; What did you do? swimming and cycling; Who did you go with? my family and my friend. Students will need lots of practice forming these questions.

Tips for the test

- The examiner will ask you questions first. Listen very carefully to the examiner's questions because you will have to ask the same questions when it's your turn.
- If you can, try to make the answers on your card into full sentences.

Part 3	Tips
<p>The examiner shows the student a story card with five numbered pictures on it which, in sequence, tell a story. The examiner tells the student the title of the story then starts to tell the story by talking about the first picture, e.g. These pictures tell a story. It's called 'Tom and the football'. Just look at the pictures first. It's a sunny day. Tom's playing football with his sister in the garden. Now you tell the story.</p> <p>The student then continues the story by describing the other four pictures. The examiner may ask questions about the content of the pictures to help the student structure answers.</p>	<p>Teaching tip Make a set of five basic pictures (e.g. stick pictures) which tell a short, simple story. Cut up the five pictures and give these to small groups of students. Make sure you only use words from the wordlists. Then tell the story and ask them to put the pictures in order. Students can do the same activity in pairs by making picture stories about their family, their school, things they did last night, etc, cutting up the pictures and telling their story to a partner.</p> <p>Tips for the test</p> <ul style="list-style-type: none"> • Remember to use the present continuous tense for things that are happening in the story, e.g. they're watching television, or the present perfect tense for things that have already happened in the story, e.g. the boy has dropped his books. • If you find this difficult, just describe what you can see in the picture, e.g. what the people are doing, where things are, what colour things are, and this will help you narrate the story.

Part 4	Tips
<p>The examiner asks the student four personal questions, e.g. 'What time do you get up every day?', 'What do you eat for breakfast?' 'What do you do after school?' 'Tell me about your weekend'. The last question is always a 'Tell me about ...' question and the student is expected to give more than one response to the last question.</p>	<p>Teaching tip Give students the chance to talk together in English at the beginning and the end of lessons. Let them say whatever they want to (in English) for these few minutes to encourage fluency and try not to correct them too much while they're talking. Give them feedback on their mistakes at the end. Ask them to talk about something different each time, e.g. their family, their home, their last holiday, what they do at the weekends, what they do at school, etc.</p> <p>Tips for the test</p> <ul style="list-style-type: none"> • Listen carefully to the question word the examiner uses, e.g. Where, How many, How long, etc. so you know what sort of answer to give. The final question is always 'Tell me about ...', e.g. 'Tell me about your best friend.' Try to say three things. • It doesn't matter how short your answers are, just try to say something and remember to ask the examiner if you don't understand the question.

Revision tips

Make sure your students:

- know their colours (black, blue, brown, green, grey, orange, pink, purple, red, yellow).
- know the days of the week and can hear the difference, e.g. between *Tuesday* and *Thursday*.
- are confident about counting and recognising numbers from 1 to 100 and can recognise the difference, e.g. between *14* and *40*.
- have learnt prepositions carefully, particularly prepositions of place, and are confident about the difference between them. Many questions rely on their knowledge of these prepositions.
- have had plenty of practice of spelling out words and recognising all the letters of the alphabet. They should pay particular attention to the sound of vowels, e.g. the difference between the letters *e* and *a*.
- know the meaning of the word *double*, e.g. *double t*.
- look at pictures carefully, paying attention to details of where things are, what colour they are, what people and animals are doing, etc.
- revise lexical items using pictures of objects and verbs from the Starters, Movers and Flyers Vocabulary Lists, where possible arranged into lexical sets.
- are familiar with the English names in the Vocabulary List.
- are able to distinguish between different question words, e.g. *who*, *where*, *which*, *what*, *how*, *how many*, etc.
- are able to talk about themselves and answer questions about their everyday lives.
- revise grammar areas thoroughly (see the Structure List in the YLE handbook) paying particular attention to the following:
 - verb forms: positive, negative, interrogative, imperative and contracted forms
 - tenses: present simple / present continuous / past simple for regular and irregular verbs
 - words taking *-ing* or the infinitive
 - simple conjunctions and the difference between them
 - comparative and superlative forms of adjectives

Practical tips for test day

Tell your students to:

- arrive in good time for their tests.
- have several sharp pencils with them.
- write in pencil so that they can make changes neatly.
- take a rubber with them.
- make sure they have all the coloured pencils (ready sharpened) they will require for Listening Part 5.

Remind students to:

- look at the words and pictures very carefully.
- underline the important words in sentences.
- check carefully before deciding on an answer.
- make changes clearly.
- stay calm during the listening test if they miss something on the recording during the first listening as they will get another chance to hear the information.