



CAMBRIDGE

Flyers

6



Answer Booklet

Examination Papers from
University of Cambridge
ESOL Examinations

Cambridge Young Learners
English Tests

Cambridge Flyers 6

Answer Booklet

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



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Contents

Introduction	4
Test 1 Answers	6
Test 2 Answers	12
Test 3 Answers	18
Combined <i>Starters</i> , <i>Movers</i> and <i>Flyers</i> Thematic Vocabulary List	24

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 boxes next to correct picture	5
5		picture and dialogue	carry out instructions to colour, draw and write (range of colours is: blue, brown, green, 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 tick a box to choose the best title for the story	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 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:

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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 Michael and the 'dinosaur' eating chicken
- 2 Sarah and the girl in green tights
- 3 Katy and the queen with a glass in her hand
- 4 David and the 'bear' with the head removed
- 5 Helen and the girl with a 'pizza' hat



Part 2 (5 marks)

- 1 Beulah (correct spelling) 2 91/ninety-one (year(s) (old))
- 3 brother 4 (a) photographer 5 computer game(s)

Part 3 (5 marks)

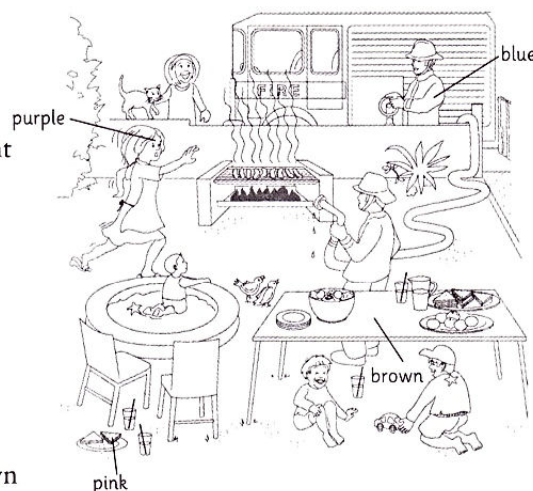
- 1 Silver comb – D – market 2 Garden painting – B – basement
- 3 Gold mirror – E – museum 4 Horse picture – F – university
- 5 Butterfly plate – C – cave

Part 4 (5 marks)

- 1 A 2 B 3 C 4 B 5 B

Part 5 (5 marks)

- 1 Colour the sandwiches on the ground – pink
- 2 Draw a spoon next to the bowl on the table – colour it brown
- 3 Colour the jacket of the fireman by the wall – blue
- 4 Write 'SPACE' under the star on the back of the boy under the table
- 5 Colour the face of the woman running – purple



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

Part 1 Listen and look. There is one example.

[pause]

WOMAN: This is a great party!

BOY: Yes. Everyone is wearing very strange clothes!

WOMAN: Do you know the man in the big shoes?

BOY: The man who looks like a clown? Oh, that's Harry.

[pause]

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

[pause]

1

WOMAN: Who's the dinosaur? He's eating a piece of chicken.

BOY: Oh, yes. That's Michael. He works in my dad's office.

WOMAN: He doesn't look very dangerous.

BOY: No! He's very friendly!

[pause]

2

BOY: That man with the long hair looks good!

WOMAN: The one who's laughing?

BOY: No, no, the other one. He's wearing green tights.

WOMAN: That's not a man, that's a girl! Her name's Sarah. She made those clothes.

[pause]

3

BOY: The two queens don't look very happy!
 WOMAN: No, they don't. I know the one who's got a glass in her hand.
 BOY: Do you? What's her name?
 WOMAN: She's called Katy. This is *her* party.

[pause]

4

WOMAN: What about the bear? I don't know him.
 BOY: Oh, that's my uncle. He's called David.
 WOMAN: He's taken his head off.
 BOY: Yeah. He feels very hot, I think.

[pause]

5

WOMAN: Have you met my sister, Helen?
 BOY: No. Is she the nurse who's standing next to the door?
 WOMAN: No, she's the one with the clothes that look like food.
 BOY: Ah, yes! Her hat is a pizza and her dress is like salad. She has the best clothes in the room!

[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: Can I ask you some questions, Richard?
 It's for my school work.
 MAN: Yes, of course. I'm happy to help. Are the questions very difficult?
 GIRL: No, they're not. Who's the oldest person in your family?
 MAN: That's easy. My grandmother.
 GIRL: Right.

[pause]

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

[pause]

GIRL: What's her name?
 MAN: It's Beulah.
 GIRL: I've never heard that name before. How do you spell it?
 MAN: B-E-U-L-A-H.
 GIRL: How old is she? Is it OK to ask that?
 MAN: Yes, yes – it's not a secret! She's ninety-one.
 GIRL: Wow! That's great! My grandmother is only sixty. And does your grandmother live with you, Richard?
 MAN: No, she lives with her brother. They have a nice flat near the park.

GIRL: Did your grandmother have a job when she was younger?

MAN: Yes, she was a photographer. She worked for a lot of famous newspapers.

GIRL: What hobbies does she have now?

MAN: Well, lots of things, but she likes computer games best.

GIRL: I'd like to meet your grandmother, Richard – she sounds very interesting!

[pause]

Now listen to Part 2 again.

[pause]

[The recording is repeated.]

[pause]

That is the end of Part 2.

[pause]

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

[pause]

Where did Vicky's grandpa get these things?

[pause]

GIRL: You have lots of lovely things in this room, Grandpa. Where did you get them all?

MAN: Well, Vicky. I got this old picture, the one of the storm at sea, from an old castle. I was staying there when I saw it. I said to the people there, 'I love this picture.' And they sold it to me.

[pause]

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

[pause]

GIRL: What about this?

MAN: My silver comb! It's lovely, isn't it? I never use it, but I bought it from an old woman in a market thirty-five years ago. It wasn't very expensive.

[pause]

GIRL: And where did you get *this* picture, Grandpa?

MAN: My painting of the garden in summer, you mean? Look at all those flowers, Vicky! I got that from a friend of mine. He's got a bookshop. But one day, I went to his house and this painting was in his basement. He didn't like it, so he gave it to me.

[pause]

GIRL: And I love this. Is it made of gold, Grandpa?

MAN: Yes. It's a beautiful mirror, isn't it? It looks old, but it isn't. I bought it when I visited a museum in London. It looks like a very famous one which someone found in a pyramid.

[pause]

GIRL: And what about that other painting? The one above the cupboard?

MAN: Oh, yes ... the one of the man who's riding his horse over a bridge. That's my favourite. I bought it from a university. The artist who painted it works there.

[pause]

GIRL: And this? I love this most of all.

MAN: My plate. Yes, me too. Someone painted these butterflies on it and the colours are very beautiful, aren't they? But I didn't buy this. I found it in a cave one day when I was climbing a mountain. I was much younger then!

[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]

How is Bill going to get to the football game?

[pause]

MAN: How are you going to get to the football game, Bill? By bus?

BOY: No, I can't. There are no buses this morning.

MAN: The weather's nice; you could walk.

BOY: Dad! If I walk, I'll be too tired to play!

MAN: All right then. Let's go in the car.

[pause]

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

[pause]

1 *Where are Dad's keys?*

MAN: Now, where have I put my keys? They're not in my pocket.

BOY: Have you looked in your bag?

MAN: Wait a minute. No. My bag's empty.

BOY: Look, Dad. Here they are. They're still in the door!

[pause]

2 *Where is Dad going to go first?*

MAN: I'd like to go to the bank first, then I can take you to the football club.

BOY: Dad, the game starts in half an hour. If we go into town, I'll be late.

MAN: OK. I'll take you there now and get some money later.

BOY: Thanks, Dad. Oh – can we stop at the shop? I'd like to buy some sweets.

MAN: No, Bill, we can't! There isn't enough time – remember?

[pause]

3 *What happened to Tom last Saturday?*

MAN: Is Tom going to play today?

BOY: No, he isn't. He fell over during our game last Saturday.

MAN: Did he hurt his foot?

BOY: No, he broke his arm. And two weeks ago he broke a tooth.

MAN: Oh dear!

[pause]

4 *Which is the team's new football shirt?*

BOY: Dad, have you seen our team's new shirt?

MAN: No. What's it like?

BOY: It's black, with two red stripes across it. It looks great.

MAN: The old one was nice, too; black with one green stripe.

BOY: Dad! You forget everything. That shirt was green with one red stripe. Everyone hated it!

[pause]

5 *What time will Bill's football game finish?*

MAN: What time will your game finish?

BOY: Erm, a quarter to twelve, I think.

MAN: That's a bit early!

BOY: Wait a minute. Sorry, I mean quarter past twelve.

MAN: Shall I come and get you?

BOY: Yes, please. But don't come until half past twelve – I need time to get dressed.

[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]

- GIRL: Can I colour this picture?
 WOMAN: Yes. The people are going to have dinner in the garden. Would you like to colour the fire under the sausages?
 GIRL: OK. Shall I colour it red?
 WOMAN: No. Colour it yellow, please.
 GIRL: OK.

[pause]

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

[pause]

1

- WOMAN: Can you see the sandwiches too?
 GIRL: The ones on the ground?
 WOMAN: Yes. Can you colour them?
 GIRL: OK. Shall I colour them pink?
 WOMAN: Yes, please.

[pause]

2

- WOMAN: Would you like to draw and colour something now?
 GIRL: Yes, please. Can I draw a spoon next to the bowl on the table?
 WOMAN: Yes, of course.
 GIRL: And shall I colour it brown?
 WOMAN: OK.

[pause]

3

- GIRL: Can I colour the wall now?
 WOMAN: No, it's too big. Look at the fireman who is standing next to it.
 GIRL: I see him. He's turning the water on, I think.
 WOMAN: That's right. Well, colour his jacket blue.

[pause]

4

- WOMAN: Could you write something now?
 GIRL: Yes, of course.
 WOMAN: Look at the bigger boy under the table. The one who's wearing shorts.
 GIRL: Yes. He and his brother are laughing.
 WOMAN: Yes, they are. Write the word 'SPACE' on his back under the star.

[pause]

5

- WOMAN: And can you see the woman?
 GIRL: The woman who's watching?
 WOMAN: No. The one who's running to stop the fireman.

- GIRL: Oh, yes. She's the mother, I think.
 WOMAN: Yes. Colour her face.
 GIRL: She doesn't look very happy! I'll colour it purple!
 WOMAN: Great.

[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 keys 2 the moon 3 journalists
 4 knives 5 a torch 6 telephones
 7 spoons 8 a mechanic 9 meals 10 the sun

Part 2 (7 marks)

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

Part 3 (5 marks)

- 1 D 2 H 3 F 4 A 5 G

Part 4 (6 marks)

- 1 watch 2 lying 3 farmer 4 dangerous
 5 minutes 6 The new bridge

Part 5 (7 marks)

- 1 (some) cheese 2 the (top) top shelf/a shelf
 3 fridge 4 (of the) (big) (brown) eggs
 5 were cleaning/washing 6 the cooker/oven
 7 Emma's Chocolate Egg Cake

Part 6 (10 marks)

- 1 their 2 the 3 ago 4 one 5 visit 6 often
 7 or 8 This 9 see 10 no-one

Part 7 (5 marks)

- 1 with 2 gave 3 than 4 called/about 5 to

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: Hello. This is (child's name*). Examiner: Hello *. My name's Jane/Ms Smith. What's your surname? How old are you, *?	Hello. Fernandez ten	What's your family name? Are you ten?
1	Shows candidate both Find the difference pictures. Points to the ducks in each one. 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 there are two ducks, but in your picture there are three. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, the girls are playing with two puppies. In my picture, the blue tent is open. In my picture, the goats are on the left, In my picture, I can see a suitcase behind a tree. In my picture, there is a cake on a plate. In my picture, the boy with curly hair is wearing blue shorts.	<i>In my picture, they're playing with two kittens.</i> <i>In my picture, it's closed.</i> <i>In my picture, they're on the right.</i> <i>In my picture, the suitcase is under the table.</i> <i>In my picture, there isn't a cake on the plate.</i> <i>In my picture, he's wearing red shorts.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. What are the girls playing with? Is the blue tent open? Are the goats on the left? Where's the suitcase? Is there a cake? What colour are the boy's shorts?
2	Shows candidate both new shoes information pages. Then points to candidate's information page. Points to girl on the left on candidate's page. Asks the questions. Points to girl on the right on candidate's page.	Daisy and Lucy both have some new shoes. I don't know anything about Daisy's shoes, but you do. So I'm going to ask you some questions. What colour are Daisy's shoes? Were they cheap or expensive? Where are her shoes now? When did she buy them? Do her friends like her shoes? Now you don't know anything about Lucy's new shoes so you ask me some questions.	black expensive under her bed last Saturday yes	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 page.	<p>They were cheap.</p> <p>They're blue.</p> <p>last Friday</p> <p>No, they don't.</p> <p>in her cupboard</p>	<p><i>Were Lucy's shoes cheap or expensive?</i></p> <p><i>What colour are Lucy's shoes?</i></p> <p><i>When did she buy them?</i></p> <p><i>Do her friends like her new shoes?</i></p> <p><i>Where are her shoes now?</i></p>	Point at information cues if necessary.
3	Shows candidate Tell the story card. Allows time to look at the pictures.	<p>These pictures tell a story. It's called 'Vicky and Michael and the clowns.' Just look at the pictures first.</p> <p>Vicky and Michael want to go to the circus. Their dad is saying, 'First, put all the oranges in the boxes. Then we can go to the circus.'</p> <p>Now you tell the story.</p>	<p><i>There are still lots of oranges on the tree. The children are tired. Vicky can see some clowns. The clowns are helping the children. Now there are lots of oranges in the boxes. The boxes are full of oranges now. Vicky and Michael are saying, 'Goodbye and thank you,' to the clowns. Vicky, Michael and their dad are at the circus. They're watching the clowns.</i></p>	<p>1. Point at the pictures.</p> <p>2. Ask questions about the pictures.</p> <p>How do the children feel now?</p> <p>Who can Vicky see?</p> <p>What are the clowns doing?</p> <p>Are the boxes full of oranges?</p> <p>What are the children saying to the clowns?</p> <p>Where are the family now?</p> <p>Who are the children watching?</p>
4	Puts the pictures away and turns to the candidate.	<p>Now, let's talk about your day at school.</p> <p>How do you go to school?</p> <p>What time does school start?</p> <p>How many English lessons do you have each week?</p> <p>Who do you eat your lunch with?</p> <p>Tell me about your favourite lesson.</p>	<p><i>by bike</i></p> <p><i>8.30</i></p> <p><i>two</i></p> <p><i>(with) my friends</i></p> <p><i>It's science</i></p> <p><i>The teacher is called Mrs Grey.</i></p> <p><i>It's very interesting.</i></p>	<p>Do you go to school by bike?</p> <p>Does school start at 8.30?</p> <p>Do you have two English lessons each week?</p> <p>Do you eat your lunch with your friends?</p> <p>What's your favourite lesson?</p> <p>What's your teacher's name?</p> <p>Is the lesson interesting?</p>
		<p>OK, thank you*.</p> <p>Goodbye.</p>	<p>Goodbye.</p>	

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

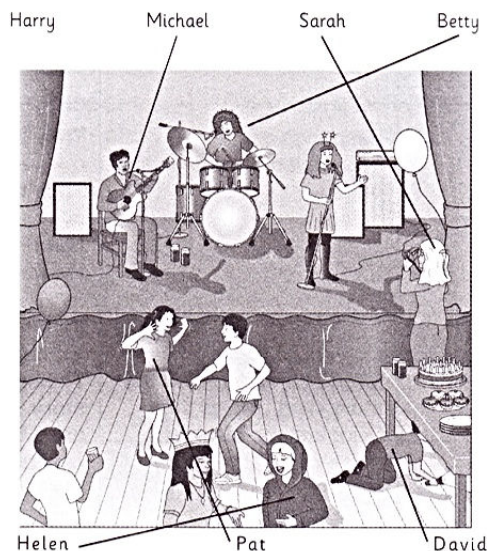
Test 2 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 David and the boy with the torch, under the table
- 2 Sarah and the woman taking a photograph
- 3 Betty and the girl playing drums
- 4 Helen and the woman wearing a coat
- 5 Pat and the girl in the red dress, dancing



Part 2 (5 marks)

- 1 Secret
- 2 400/four hundred (words)
- 3 computer
- 4 (of) July
- 5 (in) Clifton (correct spelling)

Part 3 (5 marks)

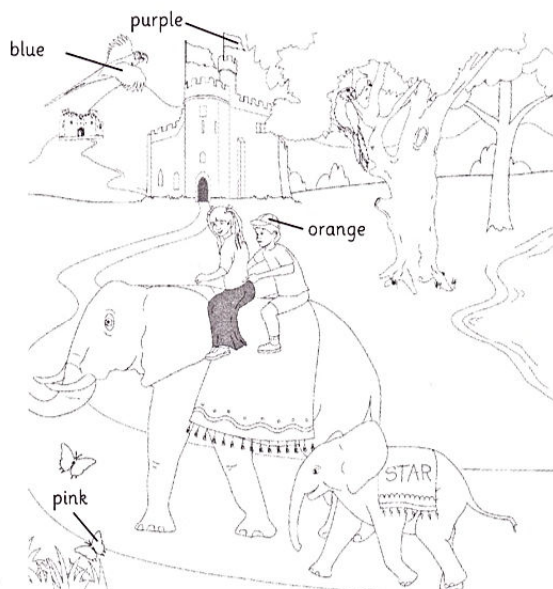
- 1 Science – A – salt
- 2 Music – F – comb
- 3 Art – H – chopsticks
- 4 Geography – D – leaves
- 5 Sports – E – money

Part 4 (5 marks)

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

Part 5 (5 marks)

- 1 Colour the flag which is higher – purple
- 2 Write 'STAR' on the blanket on the baby elephant's back
- 3 Colour the butterfly on the plant – pink
- 4 Draw a hat on the boy's head, and colour the hat – orange
- 5 Colour the flying parrot – blue



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

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

[pause]

GIRL: This is an excellent photo, Dad. When did you take it?

MAN: It was at a party when I was still at school! It's a very old picture.

GIRL: Where are you? I can't see you here.

MAN: I'm taking the photo, but there's my best friend, Michael, with his guitar.

[pause]

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

[pause]

1

GIRL: Who's that person? You can't see his face.

MAN: The boy with the torch? That's David.

GIRL: What's he looking for?

MAN: I can't remember. Perhaps he lost something.

[pause]

2

MAN: One of my teachers is here too – Mrs Cook.

GIRL: She still is a teacher, Dad. Her first name is Sarah, isn't it?

MAN: Yes, it is. She's taking a photo of the group. Look!

GIRL: She teaches at my school now. Her hair isn't blonde now, it's grey!

[pause]

3

GIRL: And who's the girl in the group?
 MAN: You mean the girl in the black tights?
 GIRL: I meant the one with curly hair. She's playing the drums.
 MAN: Oh, that's Betty. She still loves playing!

[pause]

4

MAN: There's Helen too! I haven't seen her for years!
 GIRL: Which one is she?
 MAN: The woman who's saying goodbye. She's already put her coat on.
 GIRL: She's thanking the other woman, I think ...
 MAN: Yes, she is, I'm sure.

[pause]

5

MAN: And look! Pat's having a great time!
 GIRL: The boy in the jeans?
 MAN: Well, he's having a good time too, but I meant his wife. She's the girl in the red dress. They weren't married then, of course. We were all still at school.
 GIRL: They're very good at dancing!
 MAN: They still are!

[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: Tom, there's something here in the newspaper about a competition. It looks interesting.

BOY: What kind of competition is it, Mum?

WOMAN: You have to write a story and send it to the newspaper.

BOY: I could do that!

[pause]

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

[pause]

BOY: What do you have to write about?

WOMAN: It says the story is called 'My Secret Wish'.

BOY: That's difficult!

WOMAN: No, it isn't! You want to be a famous footballer! It will be easy for you to write about that, won't it?

BOY: I can try. And how long must it be? Does it say?

WOMAN: Yes. You have to write about 400 words. That's not very much. It's about two pages, isn't it? You usually write about 200 words on a page.

BOY: And if I win ...?

WOMAN: You get a computer!

BOY: Great! When do you have to send them the story?

WOMAN: You must post it before 14 July. Is that enough time?

BOY: I think so ... I've got three weeks.

Where must I send it?

WOMAN: It says, write your name and address on it, put it in a big envelope and post it to the newspaper office in Clifton Street.

BOY: Is that C-L-I-F-T-E-N?

WOMAN: No ... C-L-I-F-T-O-N.

BOY: OK. Great! I'll begin now!

[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]

Which thing must Alex take to each lesson tomorrow?

[pause]

GIRL: What have we got to bring to school for all the lessons tomorrow, Mr White?

MAN: Well, the first lesson tomorrow is history, Alex. Please remember to bring a map with you for that lesson. First, we're going to look at some very old maps and then at your new ones. They'll be very different.

[pause]

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

[pause]

GIRL: What else will we need in the morning?

MAN: At ten o'clock, you'll have science. Please bring some salt with you if you have some at home. We're going to put it on some ice. What happens when we do that? Well, we'll know tomorrow. Don't bring a lot. Just a little will be enough.

[pause]

GIRL: And which lessons do we have after that?

MAN: It's music after that. Did you know, if you take a comb and put paper over it, it sounds like ... well, it sounds very

strange. Please bring one tomorrow so you can try this in class. Bring a plastic or a metal one.

[pause]

GIRL: And what must we bring for the lessons in the afternoon, Mr White?

MAN: Well, the first lesson after lunch is art. We're going to look at a video about swans and learn how they swim and fly. Then we're going to paint some, but we're not going to use brushes. If you have any chopsticks at home, please bring those to the class. Don't ask me any more about this yet.

[pause]

GIRL: What comes next?

MAN: Geography. In that class, we're going to watch a short film about different forests in the world. If you have trees in your garden, please bring five or six different leaves with you to school. After the film, we'll talk about them.

[pause]

GIRL: And must we bring anything else?

MAN: Yes, Alex. Your last lesson tomorrow will be sports. You'll all play volleyball at the sports centre. Please bring some money to buy a drink after the game. You don't have to wear shorts there. You can wear your school trousers.

[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 Katy go on her birthday?

[pause]

MAN: Did you go to the theatre on your birthday, Katy?

GIRL: Yes, Grandfather. And it wasn't boring! It was very interesting!

MAN: That's good, because you wanted to go to the circus, didn't you?

GIRL: Yes I did, or to my favourite restaurant in town.

[pause]

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

[pause]

1 *How did Katy and her parents get there?*

MAN: Did you go there by train?

GIRL: We couldn't because there was a problem at the station. We had to take a taxi.

MAN: Oh ... they're expensive!

GIRL: Yes. Mum wasn't very happy about that. She wanted to go on the bus!

[pause]

2 *What time did the family arrive at the theatre?*

MAN: Did you get to the theatre late?

GIRL: No. We got there a long time before it started.

MAN: And what time was that?

GIRL: Well, it took about half an hour so we got there at a quarter to eight. It didn't start until quarter past.

MAN: Oh!

[pause]

3 *Which was Katy's favourite actor?*

MAN: Which actor did you like the most?

GIRL: They were all great, but the man who was the pilot was the best, I think.

MAN: And what about the others?

GIRL: Mum liked his wife best. She was the nurse. Dad's favourite actor was the policeman.

[pause]

4 *Where did Katy sit in the theatre?*

MAN: Did you sit between your mum and dad in the theatre?

GIRL: I wanted to but there was a tall man in front, so I didn't sit there.

MAN: So who did you sit next to?

GIRL: I sat next to Mum and another girl. She's in my class at school!

[pause]

5 *What did Katy buy at the theatre?*

MAN: And did you buy something nice to bring home with you?

GIRL: Yes. There were some excellent CDs. And there was a book about the theatre too. But I didn't buy them. I bought a picture.

MAN: Why did you buy that?

GIRL: Because it had all the faces of the actors on it.

MAN: Well, perhaps you can show it to me!

GIRL: I'll go and fetch it!

[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: Would you like to colour this picture now?
 BOY: Oh, yes! I love the elephants! Who are the people who are riding on the big one?
 WOMAN: I don't know their names, but can you colour the girl's skirt?
 BOY: Yes. I'll colour it green. OK?
 WOMAN: That's fine!

[pause]

*Can you see the girl's green skirt?
 This is an example. Now you listen and colour and draw and write.*

[pause]

1

- BOY: There's a castle in the hills. It looks lovely.
 WOMAN: Perhaps these people live there. Can you see the flags?
 BOY: Yes. Shall I colour one of them?
 WOMAN: Yes, please. Colour that one that's higher in the sky. Make it purple.
 BOY: All right.

[pause]

2

- BOY: I'd like to write something on this picture. Can I?
 WOMAN: OK. Can you see the baby elephant? He's got something on his back.
 BOY: Yes, he has. It looks like a kind of blanket.
 WOMAN: It does. Write the word 'STAR' on it.
 BOY: Why?
 WOMAN: Because that's the baby elephant's name.

[pause]

3

- BOY: There are some lovely butterflies in this picture too!
 WOMAN: Oh, yes ...
 BOY: Can I colour the one in the air?
 WOMAN: No. Do the other one, the one on the plant. Make it pink.
 BOY: All right. I'll do that now.

[pause]

4

- WOMAN: And can you draw something, too?
 BOY: Yes. I'm good at that. Can I draw a big hat on the boy's head?
 WOMAN: Oh, yes. The sun is very hot. Then colour it brown!
 BOY: Can I do it orange? I prefer that colour!
 WOMAN: All right.

[pause]

5

- BOY: Now a parrot. I'd like to colour one.
 WOMAN: Well, you haven't used blue yet. How about that colour?
 BOY: Yes, here it is. I'm ready. Shall I do the one that's flying?
 WOMAN: Yes. That looks great, doesn't it?
 BOY: Yes. I'm very happy with this picture now.
 WOMAN: Me too! Thank you.

[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 bats 2 a watermelon 3 queens 4 dinosaurs
 5 artists 6 soup 7 jam 8 dolphins
 9 a journalist 10 camels

Part 2 (7 marks)

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

Part 3 (5 marks)

- 1 F 2 B 3 G 4 A 5 C

Part 4 (6 marks)

- 1 ice 2 broke 3 hospital 4 warm
 5 thanked 6 Chocolate helps his friend

Part 5 (7 marks)

- 1 wash 2 (older/big) sister 3 doing (her) homework 4 (out) 3/three 5 email (some of)
 6 (a) horrible (one) 7 ice cream(s) (from (their) mum/mother)

Part 6 (10 marks)

- 1 get 2 it 3 don't 4 go
 5 like 6 All 7 us 8 These
 9 When 10 hit

Part 7 (5 marks)

- 1 than 2 which/that 3 was
 4 made/full/built 5 love/like/hate/want

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*). Examiner: Hello *. My name's Jane/Ms Smith. What's your surname? How old are you,*?	Hello. Fernandez ten	What's your family name? Are you ten?
1	Shows candidate both Find the difference pictures. Points to the swans in each one. 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 there are three swans, but in your picture there are five. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, it's a sunny day. In my picture, the waiter in the café's wearing a black jacket. In my picture, the woman in the red dress is lying down. In my picture, there's a house behind the café. In my picture, there are some sheep on the hill. In my picture, there are two women in the café.	In my picture, it's a cloudy day. In my picture, he's wearing a green jacket. In my picture, she's sitting. In my picture, there isn't a house. In my picture, there are some cows on the hill. In my picture, there's a man and a woman in the café.	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. Is it a sunny day? What colour is the waiter's jacket? Is the woman in the red dress lying down? Is there a house behind the café? What animals are on the hill? How many women are in the café?
2	Shows candidate both pet information pages. Then points to candidate's information page. Points to Michael on candidate's page. Ask the questions. Points to Helen on candidate's page.	Michael and Helen both have new pets. I don't know anything about Michael's pet, but you do. So I'm going to ask you some questions. What pet has Michael got? How old is it? When did he buy it? What colour is it? What's its name? Now you don't know anything about Helen's pet, so you ask me some questions.	(It's) (a) kitten. (It's) 2 months (old). yesterday (It's) white. (It's) Snowball.	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 page.	It's a puppy. It's brown. It's 3 months old. Spot a week ago	<i>What pet has Helen got? What colour is it? How old is it? What's its name? When did she buy it?</i>	Point at information cues if necessary.
3	Shows candidate Tell the story card. Allows time to look at the pictures.	These pictures tell a story. It's called 'Sarah's football team'. Just look at the pictures first. Sarah has two older brothers. They play football with their friends in the park. They never let Sarah play with them. She is very sad. Now you tell the story.	<i>Sarah's kicking a football in the park with a friend. Some girls are watching them. Now all the girls are playing football together. They're having fun. Someone's taking a photo of the girls. Sarah's talking to a woman. Sarah's showing a newspaper to her brothers. There's a photo of Sarah and her team in the newspaper. She's very happy.</i>	1. Point at the pictures. 2. Ask questions about the pictures. What's Sarah doing? Who's watching? Who's playing football? What's Sarah doing? What's Sarah showing to her brothers? Why?
4	Puts the pictures away and turns to the candidate.	Now, let's talk about your family and friends. How many people are there in your family? Who is the youngest in your family? What do you do with your family at the weekend? What do you like doing with your friends? Tell me about your best friend.	<i>four me (go to the) cinema playing games Her/His name's ... She's/He's 11. She/He lives near me.</i>	Are there <i>four</i> people in your family? Are you the youngest? Do you <i>go to the cinema</i> with your family? Do you <i>play games</i> with your friends? What's her/his name? How old is she/he? Where does she/he live?
		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 Mary and the girl brushing the singer's hair
- 2 Peter and the person giving a newspaper to the woman
- 3 Katy and the singer on the right with a big watch
- 4 William and the man at the front of the picture, looking for a comb
- 5 Jane and the woman sitting down with a cup

Part 2 (5 marks)

- 1 (a/the/their) tent 2 Horris (correct spelling) 3 vegetables
4 brown 5 (the/their/her/Mum's) garden

Part 3 (5 marks)

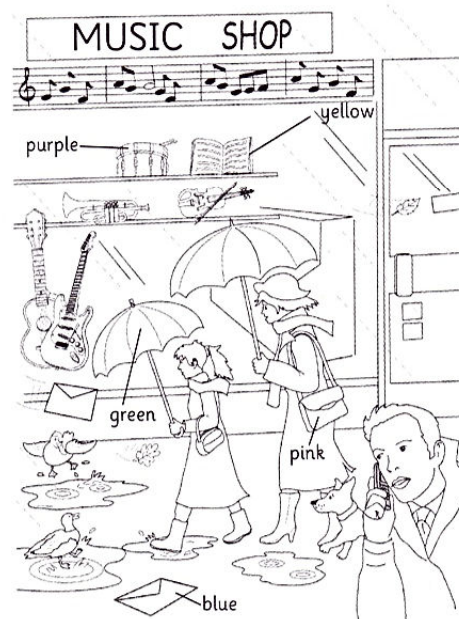
- 1 A sledge – G – flats 2 A lamp – C – chemist(s)
3 A toy dinosaur – H – school 4 Some medicine – F – airport
5 A postcard – E – hospital

Part 4 (5 marks)

- 1 B 2 B 3 A 4 A 5 C

Part 5 (5 marks)

- 1 Colour the mother's handbag – pink
- 2 Write 'MUSIC' in front of 'SHOP'
- 3 Draw a drum on the top shelf in the window – colour the drum purple
- 4 Colour the girl's umbrella – green
- 5 Colour the envelope on the ground – blue



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

Part 1 Listen and look. There is one example.

[pause]

GIRL: Look, Mr Banks, my big sister took me to meet a famous photographer.

MAN: That's interesting. And you've got a photo of the day!

GIRL: Yes. Look! The photographer had to take some pictures of some singers.

MAN: And what's the photographer's name?

GIRL: Paul.

[pause]

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

[pause]

1

MAN: Which one's your sister?

GIRL: She's over there with the singers. Can you see her? She's brushing the girl's hair.

MAN: Oh, yes. Does she work for the photographer then?

GIRL: Yes. Her name's Mary. She's worked there for a long time.

[pause]

2

GIRL: And there's Peter. He works there too.

MAN: The man with the lights?

GIRL: No. I don't know *his* name. I mean the person with the newspaper.

MAN: Oh, yes. I see now. Why is he giving it to the woman?

GIRL: I don't know.

[pause]

3

MAN: And who are the singers? Are they famous too?
 GIRL: Yes, but I don't know all their names. Only the girl on the right talked to me ...
 MAN: And who's she?
 GIRL: Katy. I love her big watch. Can you see it?
 MAN: Yes, I can.

[pause]

4

GIRL: And there's William.
 MAN: The man in the front of the picture?
 GIRL: Yes. He's looking for something.
 MAN: What's he lost?
 GIRL: It was a comb, but he found it.
 MAN: Oh, yes.

[pause]

5

MAN: And who's the person who's sitting down?
 GIRL: The little boy?
 MAN: No, the other person. She's got a cup of tea ... or coffee perhaps ... in her hand.
 GIRL: Oh, that's Jane. She's the mother of one of the singers. She came to watch.
 MAN: It looks very interesting there.
 GIRL: It was. I had a great day.

Now listen to Part 1 again.

[The recording is repeated.]

That is the end of Part 1.

[pause]

Part 2 Listen and look. There is one example.

[pause]

BOY: Mum, did you have a pet when you were young?
 WOMAN: Yes. Why?
 BOY: Because we have to write about pets for homework.
 WOMAN: Well, when I was about five, my father found a rabbit.
 BOY: And was that *your* pet, Mum?
 WOMAN: Yes, but all the family loved it.

[pause]

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

[pause]

BOY: Where did your dad find the rabbit?
 WOMAN: Well, he went camping with my brother one weekend and he found the rabbit in their tent.
 BOY: And didn't it hop away?
 WOMAN: No, it didn't.
 BOY: And did your rabbit have a name? Can you remember it?

WOMAN: Oh, yes, because I chose it. We called it Horris.

BOY: That's a strange name. How do you spell it?

WOMAN: H-O-R-R-I-S. It was the name of a rabbit in a television programme.

BOY: Oh. And did you give it grass to eat?

WOMAN: Well, it ate grass, but we gave it vegetables. Rabbits like those best.

BOY: Oh, yes. And what colour was it?

WOMAN: It was brown and it had very long ears and a soft coat. It was very good at jumping!

BOY: And where did it live? In your bedroom?

WOMAN: No, in the garden. Rabbits don't like living inside.

BOY: And did you often play with it?

WOMAN: Oh, yes. Every day!

BOY: Well, perhaps one day we could have a rabbit too!

WOMAN: Hmmmm.

Now listen to Part 2 again.

[The recording is repeated.]

That is the end of Part 2.

[pause]

Part 3 Listen and look. There is one example.

[pause]

Where must Richard take each thing?

[pause]

GIRL: You've got a lot of things to take to town today, Richard! Do you enjoy working for the post office?

MAN: Yes, I do. And all these things have to go to different places. This is the largest and heaviest one. Look! It's a new bicycle. I have to take it to the hotel. It's for a boy who lives there. He'll have a lot of fun with it.

[pause]

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

[pause]

GIRL: This looks funny. What is it?

MAN: It's a sledge. Let me see, where's it going? Oh yes, 14 Water Street. That's those flats near the boats on the river. I have to take it to a family called White. They live in a flat on the third floor.

GIRL: I'd like to live there!

[pause]

GIRL: And where must you take this one?

MAN: Oh, that! I think it's a lamp. And an expensive one too! Let's see. Where's the address? Oh, here it is. It's for Mr Cave, the artist. He lives above the chemist's in Green Street. I think I'll go there first.

[pause]

GIRL: And that's a strange thing to post! What is it? It's very big.
MAN: It's a toy dinosaur. It is big, but it's not heavy. The zoo sent it. I have to take it to the school. The children will love it, I'm sure.

[pause]

GIRL: And what about this one? Where must you take that?
MAN: Oh ... yes. I mustn't forget that one. Look! It says 'important' next to the address. It's a bottle of something for someone that works at the airport. Perhaps it's medicine. The address is difficult to read but I'll find her office.

[pause]

GIRL: And what else have you got to do today?
MAN: Well, last of all, I have to take this to the hospital. It's for one of the doctors there. It's a postcard from his parents. I know because I read it! They say they're having a great time and they don't want to come home! But now, I must put all these things in my truck. Where are my keys?
GIRL: Here they are!

Now listen to Part 3 again.

[The recording is repeated.]

That is the end of Part 3.

[pause]

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

[pause]

Which lesson did David like best at school today?

[pause]

WOMAN: Hello David! Did you have a good day at school?
BOY: Yes, thanks, Mum. Maths was difficult, but I enjoyed art today!
WOMAN: What did you do?
BOY: We brought in some leaves from the playground and painted them. It was my best lesson today.
WOMAN: And what about your hockey lesson?
BOY: We couldn't have it because our teacher was ill.

[pause]

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

[pause]

1 *Which programme does David want to watch on TV?*

BOY: Can I watch television in half an hour?
WOMAN: Which programme do you want to see? The one about the circus again?
BOY: Not that one. It's a programme about storms. We're learning about them at school.
WOMAN: All right. And I must remember, there's tennis at seven o'clock! I want to watch that.

[pause]

2 *Where's David's dog?*

BOY: Where's the dog?
WOMAN: Perhaps he's outside under the trees, David.
BOY: Well, I didn't see him there. And I've looked in the living room and under your car.
WOMAN: Well, call his name.
BOY: Spot! Oh! There he is. You were right! He was in the garden!

[pause]

3 *What must David tidy?*

WOMAN: Before you watch television, you need to tidy your things, David.
BOY: Oh, not again. I hate tidying my clothes.
WOMAN: I didn't mean your clothes. I meant your computer and school books.
BOY: Oh, OK. I'll do it in a minute. Can I have something to eat first?
WOMAN: No. Put that drink down and go and do it now.

[pause]

4 *What does David want to eat now?*

BOY: I've done it! It's all tidy now.
WOMAN: Good. Would you like a sandwich and some fruit now?
BOY: Can I just have a piece of cake and some more milk?
WOMAN: Well, all right. But we've got pizza for dinner so don't eat too much.
BOY: OK.

[pause]

5 *Where's David's comic now?*

BOY: And can you see my comic, Mum? It was on top of the fridge this morning.
WOMAN: It's on the stairs.
BOY: Thanks. There's a good story in it about living on another planet!
WOMAN: Well, let's sit down on the sofa and read it together. Then you can watch your programme.
BOY: OK.

Now listen to Part 4 again.

[The recording is repeated.]

That is the end of Part 4.

[pause]

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

[pause]

- MAN: Shall we look at this picture now?
 GIRL: Yes. Look at the rain! All the people are wet in this street.
 MAN: Yes, they are. Can you see the man at the front?
 GIRL: Yes. He's phoning someone. Can I colour his telephone?
 MAN: Yes, please. Colour it orange.
 GIRL: OK.

[pause]

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

[pause]

1

- GIRL: Now, what else must I colour? One of the handbags?
 MAN: Yes, if you like. Colour the one that the mother's carrying.
 GIRL: OK. But can I choose the colour?
 MAN: Yes, you can. What's your favourite?
 GIRL: Pink. I'll use that colour.
 MAN: All right.

[pause]

2

- MAN: Would you like to write something on this picture too?
 GIRL: Oh, yes. I like writing. What can I write?
 MAN: Can you see the word 'SHOP'? It's in big letters.
 GIRL: Yes.
 MAN: OK. Then write the word 'MUSIC' in front of it.
 GIRL: All right. I can spell that. I'll do that now.
 MAN: Good.

[pause]

3

- GIRL: And can I draw something in the shop?
 MAN: Yes. How about a drum? Can you draw that?
 GIRL: Yes, but where shall I put it?
 MAN: Put it on the top shelf. There's only a book there now.
 GIRL: All right. And I'll colour it purple.
 MAN: OK.

[pause]

4

- GIRL: Can I colour the mother's umbrella too?
 MAN: Well, let's colour the other one ... the one that the little girl's got in her hand.
 GIRL: OK. And can I colour it green?
 MAN: Yes. That's my favourite colour.
 GIRL: Is it?

MAN: Yes!

[pause]

5

- MAN: Now, we need to colour one more thing.
 GIRL: How about the envelope. Can you see it?
 MAN: The one on the ground? It's getting wet.
 GIRL: I know. Shall I use brown? We haven't used that colour yet.
 MAN: No, use blue. Perhaps there's a birthday card inside it.
 GIRL: Well, it looks better now. Have I finished?
 MAN: Yes. Thank you.

Now listen to Part 5 again.

[The recording is repeated.]

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

Reading and Writing

Part 1 (10 marks)

- | | | |
|-------------|------------|----------------|
| 1 planes | 2 bridges | 3 a footballer |
| 4 a taxi | 5 uniforms | 6 a mechanic |
| 7 a station | 8 lorries | 9 shorts |
| 10 nurses | | |

Part 2 (7 marks)

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

Part 3 (5 marks)

- 1 C 2 E 3 A 4 H 5 B

Part 4 (6 marks)

- 1 Wake 2 clouds 3 upstairs 4 ski 5 snowmen
 6 No school for William

Part 5 (7 marks)

- 1 (the) university 2 write letters 3 grandma/
 grandmother 4 (some) food (for dinner) 5 the
 clock/time 6 6/six (o'clock/pm) 7 (some) bread
 and/& jam

Part 6 (10 marks)

- 1 ago 2 like 3 their 4 usually 5 which 6 walk
 7 These 8 but 9 of 10 will

Part 7 (5 marks)

- 1 got 2 to 3 games/music/songs/CDs 4 are/'re
 5 next/this

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*). Examiner: Hello *. My name's Jane/Ms Smith. What's your surname? How old are you, *?	Hello. Fernandez ten	What's your family name? Are you ten?
1	Shows candidate both Find the difference pictures. Points to the astronauts in each one. Describes things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, there are three astronauts in my picture, but in your picture there are four. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, the girls are wearing red T-shirts. In my picture, the rabbits are behind the rocks. In my picture, the woman's got straight hair. In my picture, there are some boxes on the car. In my picture, the old man is shorter than the woman. In my picture, the door of the rocket is open.	In my picture, they're wearing green T-shirts. In my picture, the rabbits are on the rocks. In my picture, she's got curly hair. In my picture, there aren't any boxes. In my picture, he's taller than the woman. In my picture, the door of the rocket is closed.	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. What colour are the girls' T-shirts? Where are the rabbits? Has the woman got straight hair? Are there any boxes on the car? Is the old man shorter than the woman? Is the door of the rocket open?
2	Shows candidate both swimming lessons information pages. Then points to candidate's information page. Points to William on candidate's page. Asks the questions. Points to Emma on candidate's page.	William and Emma are friends. They both go to swimming lessons. I don't know anything about William's swimming lessons, but you do. So I'm going to ask you some questions. What's William's teacher's name? Are the lessons interesting or boring? Is the water cold? What day does William have lessons? What time do the lessons start? Now you don't know anything about Emma's lessons, so you ask me some questions.	Vicky boring yes (on) Saturday (at) half past nine	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 page.	<i>Nick</i> <i>on Tuesday</i> <i>at 4 o'clock</i> <i>interesting</i> <i>No it isn't.</i>	What is Emma's teacher's name? What day does she have lessons? What time do they start? Are the lessons interesting or boring? Is the water cold?	Point at information cues if necessary.
3	Shows candidate Tell the story card. Allows time to look at the pictures.	These pictures tell a story. It's called 'Peter is in a film'. Just look at the pictures first. Peter is walking home. He can see a woman with some heavy bags. There are some people making a film of the woman, but Peter doesn't see them. Now you tell the story.	 <i>The woman's bag has broken. Everything has fallen on the road.</i> <i>Peter's helping. The woman is laughing.</i> <i>Peter can see the film people now. They are laughing too.</i> <i>Peter is in the film. He's carrying the woman's shopping.</i>	1. Point at the pictures. 2. Ask questions about the pictures. Has the woman's bag broken? What's Peter doing? Who can Peter see now? Is Peter in the film? What's he doing?
4	Puts the pictures away and turns to the candidate.	Now let's talk about food and drink. What do you eat for breakfast? What's your favourite drink? Who usually cooks in your house? What time do you usually have dinner? Tell me about the food you eat at the weekend.	 <i>bread</i> <i>milk</i> <i>my mother</i> <i>at half past six</i> <i>I eat pizza.</i> <i>I like going to restaurants.</i> <i>I have chicken and rice for lunch on Sunday.</i>	 Do you eat <i>bread</i>? Do you like <i>milk</i>? Does your mother cook? Do you have dinner at <i>half past six</i>? Do you eat <i>pizza</i> at the weekend? Do you like going to <i>restaurants</i>? What do you have for lunch on Sunday**?
		OK, thank you*. Goodbye.	Goodbye.	

** or substitute another day that is appropriate to your country.

* 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:

- useful words and expressions
- adjectives
- determiners
- adverbs
- prepositions
- conjunctions
- pronouns
- verbs
- modals
- question words
- names

s – first appears at *Starters*

m – first appears at *Movers*

f – first appears at *Flyers*

ANIMALS

<i>s</i> animal	<i>m</i> kitten
<i>m</i> bat	<i>m</i> lion
<i>m</i> bear	<i>s</i> lizard
<i>s</i> bird	<i>s</i> monkey
<i>f</i> butterfly	<i>s</i> mouse/mice
<i>m</i> cage	<i>f</i> octopus
<i>f</i> camel	<i>m</i> panda
<i>s</i> cat	<i>m</i> parrot
<i>s</i> chicken	<i>m</i> pet
<i>s</i> cow	<i>m</i> puppy
<i>s</i> crocodile	<i>m</i> rabbit
<i>f</i> dinosaur	<i>m</i> shark
<i>s</i> dog	<i>s</i> sheep (s & pl)
<i>m</i> dolphin	<i>s</i> snake
<i>s</i> duck	<i>s</i> spider
<i>s</i> elephant	<i>f</i> swan
<i>s</i> fish (s & pl)	<i>s</i> tail
<i>m</i> fly	<i>s</i> tiger
<i>s</i> frog	<i>m</i> whale
<i>f</i> fur	<i>f</i> wing
<i>s</i> giraffe	<i>s</i> zoo
<i>s</i> goat	
<i>s</i> hippo	
<i>s</i> horse	
<i>f</i> insect	
<i>m</i> kangaroo	

THE BODY & FACE

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

CLOTHES

<i>s</i> bag
<i>f</i> belt
<i>s</i> clothes
<i>m</i> coat
<i>s</i> dress
<i>s</i> glasses
<i>f</i> glove
<i>s</i> handbag
<i>s</i> hat
<i>s</i> jacket
<i>s</i> jeans
<i>f</i> pocket
<i>f</i> ring
<i>m</i> scarf
<i>s</i> shirt
<i>s</i> shoe
<i>f</i> shorts
<i>s</i> skirt
<i>s</i> sock
<i>f</i> spot
<i>f</i> spotted
<i>f</i> stripe
<i>f</i> striped
<i>m</i> sweater
<i>f</i> tights
<i>s</i> 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 grandmother
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
s 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 & 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
m 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
m 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(ing)
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 jump
s kick (n & v)
s kite
s listen (to)
f magazine
m movie
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
m 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 week
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
f circus
m clown
f cook
f dentist
m doctor
f engineer
f factory
m farmer
f fireman/woman
f footballer
m hospital
f job
f journalist
f mechanic
f meeting
f news
f newspaper
m nurse
f office
f painter
f photographer
f pilot
m pirate
f police station
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
m lake
m leaf/leaves
m moon
m mountain
f planet
m plant
f pyramid
m river
m road
m rock
s sand
s sea
s shell
f sky
f space
m star
s street
s sun
m town
s tree
m village
s water
m waterfall
f wood
m world

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
m all
m all right
s angry
m awake
m back
m bad
s beautiful
m best
m better
s big
f bored
m boring
m bottom
f brave
f broken
m busy
m careful
f cheap
s clean
m clever
s closed
m cloudy
m cold
s correct
f dangerous
f dark
f dear
m different
m difficult
s dirty
s double
f dry
f each
f early
m easy
f empty
s English
f enough

m every
f excellent
f excited
m exciting
f expensive
f extinct
m famous
f far
f fast
m fat
s favourite
m fine
m first
f friendly
f front
f full
f fun
s funny
f glass
f gold
s good
s great
f half
s happy
f hard
f heavy
s her
f high
s his
f horrible
m hot
m hungry
f ill
f important
f interesting
s its
f kind
m last
f late
f left (as in direction)
f light
f little
s long
m loud
f lovely
f low
f many
f married
f metal
f missing
m more
m most
s my
m naughty
s new
f next
s nice
f noisy

s old
f open
f other
s our
f paper
f plastic
f poor
m quick
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
m thin
m third
m thirsty
f tidy
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

<i>s</i>	a/an	<i>m</i>	how often
<i>f</i>	a few	<i>m</i>	inside
<i>f</i>	a little	<i>f</i>	just
<i>s</i>	a lot of	<i>m</i>	last
<i>m</i>	all	<i>f</i>	late
<i>m</i>	another	<i>f</i>	later
<i>m</i>	any	<i>s</i>	lots
<i>m</i>	both	<i>m</i>	loudly
<i>f</i>	each	<i>m</i>	more
<i>m</i>	every	<i>m</i>	most
<i>s</i>	lots of	<i>f</i>	much
<i>s</i>	many	<i>f</i>	near
<i>m</i>	more	<i>f</i>	never
<i>m</i>	most	<i>f</i>	next
<i>f</i>	much	<i>s</i>	not
<i>s</i>	my	<i>s</i>	now
<i>s</i>	no	<i>f</i>	nowhere
<i>s</i>	one	<i>f</i>	of course (not)
<i>f</i>	other	<i>m</i>	off
<i>s</i>	some	<i>m</i>	often
<i>s</i>	that	<i>m</i>	on
<i>s</i>	the	<i>f</i>	once
<i>s</i>	these	<i>m</i>	only
<i>s</i>	this	<i>m</i>	out
<i>s</i>	those	<i>m</i>	outside
		<i>f</i>	over
		<i>f</i>	perhaps

ADVERBS

<i>m</i>	a lot	<i>m</i>	quickly
<i>f</i>	after	<i>m</i>	quietly
<i>s</i>	again	<i>m</i>	slowly
<i>f</i>	ago	<i>f</i>	so
<i>m</i>	all right	<i>m</i>	sometimes
<i>f</i>	already	<i>f</i>	somewhere
<i>f</i>	also	<i>f</i>	soon
<i>m</i>	always	<i>f</i>	still
<i>f</i>	anywhere	<i>f</i>	straight on
<i>f</i>	away	<i>f</i>	suddenly
<i>m</i>	back	<i>m</i>	then
<i>m</i>	badly	<i>s</i>	there
<i>f</i>	before	<i>s</i>	today
<i>m</i>	best	<i>f</i>	together
<i>m</i>	better	<i>f</i>	tomorrow
<i>m</i>	carefully	<i>f</i>	tonight
<i>m</i>	down	<i>s</i>	too
<i>m</i>	downstairs	<i>f</i>	twice
<i>f</i>	early	<i>m</i>	up
<i>f</i>	else	<i>m</i>	upstairs
<i>f</i>	ever	<i>f</i>	usually
<i>f</i>	everywhere	<i>s</i>	very
<i>f</i>	far	<i>m</i>	well
<i>f</i>	fast	<i>m</i>	when
<i>f</i>	first	<i>m</i>	worse
<i>f</i>	hard	<i>m</i>	worst
<i>s</i>	here	<i>m</i>	yesterday
<i>m</i>	how	<i>f</i>	yet
<i>m</i>	how much		

PREPOSITIONS

<i>m</i>	about	<i>m</i>	another
<i>m</i>	above	<i>f</i>	anyone
<i>f</i>	across	<i>f</i>	anything
<i>m</i>	after	<i>m</i>	both
<i>s</i>	at	<i>f</i>	each
<i>m</i>	before	<i>f</i>	else
<i>s</i>	behind	<i>f</i>	enough
<i>m</i>	below	<i>f</i>	everyone
<i>s</i>	between	<i>f</i>	everything
<i>m</i>	by	<i>s</i>	he
<i>m</i>	down	<i>s</i>	her
<i>f</i>	during	<i>s</i>	hers
<i>f</i>	far	<i>s</i>	him
<i>f</i>	for	<i>s</i>	his
<i>f</i>	from	<i>s</i>	I
<i>m</i>	in (prep of time)	<i>s</i>	it
<i>s</i>	in front of	<i>s</i>	its
<i>m</i>	inside	<i>s</i>	me
<i>f</i>	into	<i>m</i>	mine
<i>s</i>	like	<i>m</i>	more
<i>m</i>	near	<i>m</i>	most
<i>s</i>	next to	<i>f</i>	much
<i>s</i>	of	<i>f</i>	no-one
<i>m</i>	off	<i>m</i>	nothing
<i>s</i>	on	<i>s</i>	one
<i>m</i>	on (prep of time)	<i>f</i>	other
<i>m</i>	opposite	<i>s</i>	ours
<i>m</i>	out of	<i>s</i>	she
<i>m</i>	outside	<i>f</i>	someone
<i>f</i>	over	<i>m</i>	something
<i>f</i>	past	<i>s</i>	that
<i>m</i>	round	<i>s</i>	theirs
<i>f</i>	since	<i>s</i>	them
<i>f</i>	than	<i>s</i>	these
<i>s</i>	to	<i>s</i>	they
<i>f</i>	through	<i>s</i>	this
<i>s</i>	under	<i>s</i>	those
<i>f</i>	until	<i>s</i>	us
<i>s</i>	with	<i>s</i>	we
<i>f</i>	without	<i>f</i>	where

CONJUNCTIONS

<i>f</i>	after
<i>s</i>	and
<i>m</i>	because
<i>f</i>	before
<i>s</i>	but
<i>f</i>	if
<i>s</i>	or
<i>f</i>	so
<i>m</i>	than
<i>m</i>	when

PRONOUNS

<i>m</i>	all
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VERBS**Irregular:**

<i>s</i>	be
<i>f</i>	begin
<i>f</i>	break
<i>f</i>	bring
<i>f</i>	burn
<i>m</i>	buy
<i>s</i>	catch (a ball)
<i>m</i>	catch (a bus)
<i>s</i>	choose
<i>s</i>	come

Thematic Vocabulary List

f cut
s do
s draw
s drink
s drive
s eat
f end
f fall
f fall over
f feel (like)
s find
f find out
s fly
f forget
f get
f get (off/on/to)
m get (un)dressed
m get up
s give
s go
m go shopping
f go out
f going to
f grow
s have
s have (got)
m have (got) to
f hear
m hide
s hit
s hold
m hurt
s know
s learn
f leave
f let's
f lie (down)
m lose
s make
m mean
f meet
m must
s put
m put on
m rain
s read
s ride
s run
s say
s see
f sell
f send
s sing
s sit (down)
s sleep
f smell (v intr)
f smell (like) (v tr)
f speak

s spell
f spend
s stand (up)
f steal
s swim
f swing
m take
m take (a bus)
m take (a photo)
m take off
f take time
f teach
s tell
m think
s throw
s understand
m wake up
s wear
f will
f win
f won't
s write

Regular:

s add
f agree
s answer
f arrive
s ask
f ask for
f believe
s bounce
f brush
f burn
m call
f camp
m carry
s clean
m climb
s close
f comb
m cook
s colour
s complete
s cross
m cry
m dance
f decide
m dream
m drop
m email
f end
s enjoy
f explain
f fetch
m film
f finish
m fish

f follow
f glue
f guess
f happen
f hate
m help
m hop
m invite
s jump
s kick
m laugh
s learn
s like
s listen (to)
s live
s look
f look after
s look at
m look for
f look (like)
s love
f mind
f mix
m move
m need
s open
s paint
s phone
s pick up
m plant
s play (with)
s point
s point to
f post
f prefer
f pull
f push
f race
m rain
f remember
m sail
f score
m shop
m shout
s show
m skate
f ski
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

Flyers 6

Examination Papers from University of Cambridge ESOL Examinations

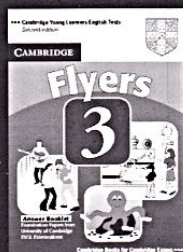
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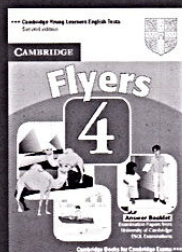
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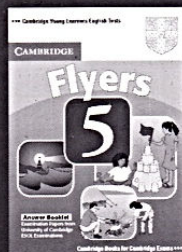
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