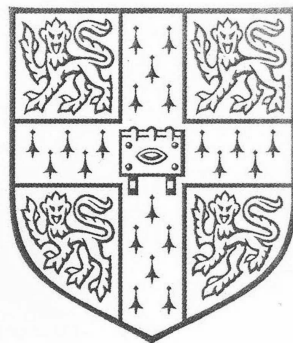


••• Cambridge Young Learners English Tests
Second edition



CAMBRIDGE

Flyers

2



Answer Booklet

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Cambridge Young Learners
English Tests

Cambridge Flyers 2 Answer Booklet

Examination papers from
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Introduction

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

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

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

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

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

Listening

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

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

Reading and Writing

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

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

Speaking

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

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

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

Further information

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

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

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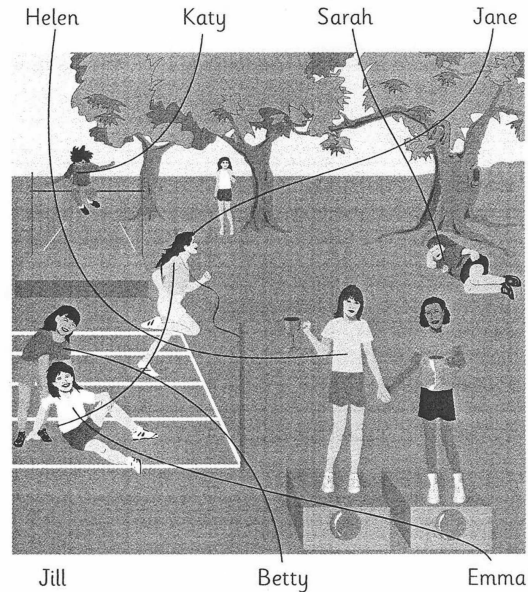
Test 1 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Jane and the girl who's winning the race
- 2 Sarah and the girl who's sleeping under the tree
- 3 Helen and the girl with the gold cup
- 4 Emma and the girl who's fallen down
- 5 Betty and the girl who's helping Emma to get up



Part 2 (5 marks)

- 1 November
- 2 William (correct spelling)
- 3 (at) (their) school
- 4 11/eleven
- 5 fishing

Part 3 (5 marks)

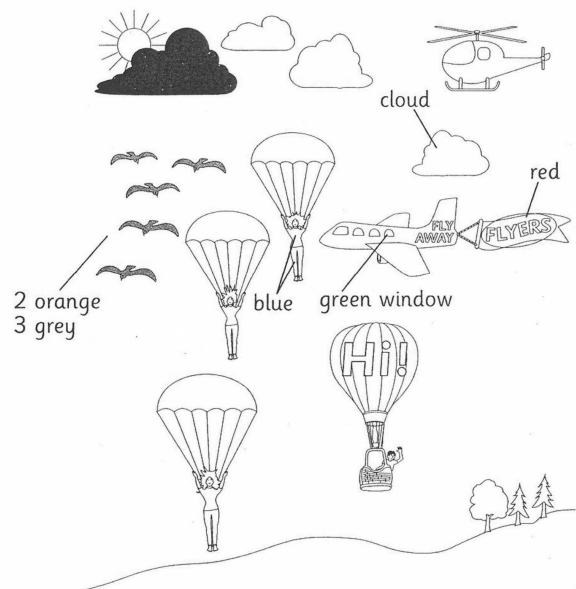
- 1 policewoman – G – 6:55
- 2 nurse – E – 7:10
- 3 mechanic – H – 8:20
- 4 astronaut – B – 6:30
- 5 student – F – 8:05

Part 4 (5 marks)

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

Part 5 (5 marks)

- 1 Draw a cloud between the plane and the helicopter
- 2 Colour two of the birds – orange; three of the birds – grey
- 3 Draw a green window on the plane
- 4 Colour the clothes of the woman next to the plane – blue
- 5 Colour the word 'Flyers' – red



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

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

[pause]

MAN: Is that Katy, there, near the tree?
GIRL: Yes, it is. Look, she's jumping very high.
MAN: Yes, she's very good at jumping.

[pause]

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

[pause]

1

MAN: Who's that girl running in the race?
GIRL: The one who's winning?
MAN: Yes.
GIRL: I think that's Jane.
MAN: You're right. It is Jane.

[pause]

2

GIRL: Look at Sarah under the tree. She looks tired.
MAN: Is Sarah the girl who is sleeping, then?
GIRL: Yes. She's tired because she's run in three races today.

[pause]

3

MAN: Do you know the girl who's won the gold cup?
 GIRL: The gold cup?
 MAN: Yes.
 GIRL: Oh, yes, I know her – her name's Helen.

[pause]

4

MAN: Oh no! Someone in the race has fallen over!
 GIRL: Oh, yes, it's Emma. Is she OK?
 MAN: Yes, look, she's smiling. She's fine.

[pause]

5

MAN: Someone is helping the girl who has fallen over.
 GIRL: Who is it?
 MAN: I think it's Betty.
 GIRL: Yes, it is. She always helps people if she can.

[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: When did you meet your husband, Mrs Hill?
 WOMAN: It was in 1947, so that's fifty years ago.
 GIRL: Fifty years is a long time.
 WOMAN: Yes!

[pause]

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

[pause]

GIRL: Did you meet in the summer?
 WOMAN: No, it was in the autumn, in November.
 GIRL: Oh – was the weather OK?
 WOMAN: Yes, it was a beautiful sunny day.
 GIRL: Good. What's his first name?
 WOMAN: It's William, that's W-I-L-L-I-A-M.
 GIRL: OK. Where did you meet him? Do you remember?
 WOMAN: Yes, I do. We met at our school!
 GIRL: Oh! So you were very young when you met.
 WOMAN: Yes, we were only eleven years old. But we weren't friends at the beginning.
 GIRL: Why not?

WOMAN: Why not? Well, we didn't like doing the same things. Then, when we were older, we had the same favourite hobby, and we were more friendly after that.

GIRL: What was your favourite hobby?

WOMAN: We liked going fishing in the lake near our village.

GIRL: That's nice. Do you still go fishing together?

WOMAN: Yes, we go a lot in the summer.

[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]

The people who live in the flats all get up at different times. At what time does each person get up?

[pause]

WOMAN: Oh! I had to get up so early this morning!

MAN: Me too. But the person who lives in the flat next to ours gets up very late. He's a businessman but he often works at home. He's got an office there. He gets up at a quarter past nine.

WOMAN: Wow! That is late.

[pause]

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

[pause]

MAN: The policewoman who lives in the downstairs flat goes running before she goes to work. She gets up at five to seven every morning. I hear her in her kitchen sometimes.

WOMAN: Making coffee?

MAN: I don't know.

[pause]

MAN: There's another person who gets up earlier than me. She's a nurse so she has to be at the hospital at a quarter to eight. She gets out of bed at ten past seven. She told me.

WOMAN: Is she nice?

MAN: Yes, I like her a lot.

[pause]

WOMAN: Who else do you know in the flats?

MAN: There's a mechanic who lives on the first floor. He gets up at about twenty past eight, then has a shower every day. I hear him in the bathroom. He catches the bus at ten to nine like me.

[pause]

MAN: Do you know ... one of the people there is an astronaut!

WOMAN: No!

MAN: Well, he says he is. We don't know. He gets up the earliest. I hear his clock sometimes at half past six. I couldn't get up that early. On most days, I'm still dreaming then!

WOMAN: Me too!

[pause]

WOMAN: Doesn't someone from the university live there too?

MAN: You mean Lucy. She's a student there.

WOMAN: What time does she get up?

MAN: At about eight o'clock or five past ... something like that. I'm not sure; she lives at the top of the house. All we hear is her music!

WOMAN: Oh.

[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 many homes has Richard's Aunt Betty got?

[pause]

Boy: I've got three aunts, but Aunt Betty is my favourite.

WOMAN: Oh, is she, Richard? Why?

Boy: Well, she's nice, and I like going to stay with her. Her homes are very interesting.

WOMAN: Homes? How many has she got?

Boy: One for the winter, and a second one for the summer.

[pause]

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

[pause]

1 Where does Aunt Betty live in the summer?

WOMAN: Does she live near your farm?

Boy: In the winter, yes, but in the summer she travels a lot.

WOMAN: Where does she go?

Boy: She goes up the river in her summer home – it's a boat.

WOMAN: Oh! She lives on a boat!

Boy: Yes. She likes visiting old castles and places near the river.

[pause]

2 Where is Aunt Betty's winter home?

WOMAN: Does she live on the river in the winter?

Boy: No, she's got a little house in our village for the winter. It's opposite the hotel.

WOMAN: Oh, yes! Is it that little pink house?

Boy: Yes, that's right. That's her house.

[pause]

3 Where does Aunt Betty work in the winter?

WOMAN: Does your Aunt Betty work?

Boy: Yes, she works hard in the winter when everyone comes here to ski.

WOMAN: Does she work in the hotel?

Boy: Not now – she worked in the restaurant there about five years ago, but now she works at the theatre, in the shop there. She sells books and postcards.

[pause]

4 How often does Richard see Aunt Betty in the summer?

WOMAN: Do you often see your Aunt Betty?

Boy: In the winter we see her once a week. She comes up to our farm on Wednesdays for her milk.

WOMAN: And in the summer?

Boy: Only about once a month. Sometimes we stay with her for a weekend on the boat.

[pause]

5 What do Richard and his sister do when they visit Aunt Betty?

Boy: My sister and I love staying with Aunt Betty. It's very different from home.

WOMAN: How is it different?

Boy: Well, she hasn't got a TV, so we can't watch anything.

WOMAN: What do you do then?

Boy: Most of the time she just talks to us – about her travels usually. Sometimes she goes outside and paints a picture, then she comes in and starts telling us stories again.

WOMAN: Are they good stories?

Boy: Yes, and sometimes the stories are very long, so we don't go to sleep until after midnight!

[pause]

Now listen to Part 4 again.

[The recording is repeated.]

[pause]

That is the end of Part 4.

[pause]

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

[pause]

MAN: In the sky there are some clouds – can you see them?
GIRL: Yes.
MAN: Find the biggest cloud and colour it black.
GIRL: OK.

[pause]

Can you see the black cloud? This is an example. Now you listen and colour and draw.

[pause]

1

MAN: Now you are going to draw another cloud.
GIRL: Where shall I draw it?
MAN: Between the plane and the helicopter.
GIRL: One cloud?
MAN: Yes.

[pause]

2

MAN: How many birds can you see?
GIRL: Five.
MAN: Yes. Now colour two of the birds orange and three of them grey.
GIRL: Two orange, three grey?
MAN: That's right.

[pause]

3

MAN: If you look at the plane, you can see it has three windows.
GIRL: Yes?
MAN: Now draw another one.
GIRL: A fourth window on the plane?
MAN: Yes, and colour it green.
GIRL: Green. OK.

[pause]

4

MAN: Now find the three women in the picture.
GIRL: Right, I can see them.
MAN: Can you see the woman who's nearest the plane?
GIRL: Nearest the plane. OK.
MAN: Colour her clothes blue.
GIRL: All her clothes blue?
MAN: That's right.

[pause]

5

MAN: In the picture there are some words. I want you to colour one word.
GIRL: Which one?
MAN: Just colour the word 'Flyers'.
GIRL: OK. But what colour is it?
MAN: Red.
GIRL: 'Flyers' is red.
MAN: Yes.

[pause]

Now listen to Part 5 again.

[The recording is repeated.]

[pause]

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

Reading and Writing

Part 1 (10 marks)

1 a towel 2 a school 3 an apartment
4 postcards 5 newspapers 6 soap
7 a playground 8 a chemist's 9 diaries
10 comics

Part 2 (7 marks)

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

Part 3 (5 marks)

1 C 2 H 3 A 4 G 5 D

Part 4 (6 marks)

1 drive 2 fire 3 sang 4 ice 5 floor
6 One winter weekend

Part 5 (7 marks)

1 money (from a bank) 2 a/the park
3 policeman 4 a/the police station
5 (lots of/a lot of) (difficult) questions
6 Fred Star 7 the (city) newspaper

Part 6 (10 marks)

1 didn't 2 still 3 at 4 eats
5 was 6 because 7 find 8 a
9 anything 10 its

Part 7 (5 marks)

1 make
2 usually/normally/generally/sometimes/often
3 until/till 4 by 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)*. Hello *, my name's Janel Ms Smith.	Hello	
		What's your surname?	Fernandez	What's your family name?
		How old are you?	eleven	Are you eleven?
1	Shows the candidate both Find the difference pictures. Points to the rucksack in each one. Gives candidate his/her picture then describes things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, in my picture the boy's rucksack is purple, but in your picture it's yellow. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, there are seven girls playing football in the park. In my picture, the girls' T-shirts are dirty. In my picture, there's a man. He's riding a bicycle. In my picture, there's a dog. It's watching the game. In my picture, the football is in the air. In my picture, the ball is white.	In my picture, there are five (girls playing football in the park). In my picture, they are clean. In my picture, the man's riding a motorbike. In my picture, the dog isn't watching the game. The dog's sleeping. In my picture, the football is on the grass. In my picture, the ball is red.	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. How many girls are there? Are the T-shirts dirty? Is he riding a bicycle? What's the dog doing? Where's the ball? What colour is the ball?
2	Briefly shows candidate the Information exchange cards. Then gives candidate his/her card. Asks the questions.	This is Mary. She eats breakfast and dinner at home. I don't know anything about Mary's breakfast, but you do. So I'm going to ask you some questions. What time does Mary have breakfast? What does she eat for breakfast? Where does she have her breakfast? Who cooks Mary's breakfast? What does she drink at breakfast time?	(at) a quarter past eight bread and eggs in the kitchen her big brother hot chocolate	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:
	Points to Mary's dinner on candidate's card. Responds using information on examiner's card.	Now you don't know anything about Mary's dinner, so you ask me some questions. 6:30 in the dining room fish and rice pineapple juice her grandfather	<i>What time does she have dinner?</i> <i>Where does she have dinner?</i> <i>What does she eat for dinner?</i> <i>What does she drink (at dinner time)?</i> <i>Who cooks Mary's dinner?</i>	Points at the information cues if necessary.
3	Shows candidate the Tell the story card. Allows time to look at it.	These pictures tell a story. It's called 'The snowy day'. Just look at the pictures first. William and his sister Katie and their dog are looking out of the window. It's snowing. Now you tell the story.	<i>They are outside in the snow.</i> <i>They're making a snowman.</i> <i>The dog is watching them.</i> <i>The snowman is finished but the children are tired.</i> <i>The children are inside.</i> <i>They are looking at their snowman.</i> <i>They can see two snowmen now.</i> <i>This is strange.</i> <i>The children have run outside.</i> <i>The other snowman is their father.</i> <i>Everyone is laughing.</i>	1. Point at the pictures. 2. Ask questions about the pictures. Where are they now? What are they doing? Have they finished the snowman? Are the children tired? Where are they now? What are they looking at? How many snowmen can they see? Where are the children now? Who is the other snowman? Is everyone laughing?
4	Puts the pictures away and turns to the candidate.	Now, let's talk about animals. What pets do you or your friends have? What animals have you seen on television? Where else can you see a lot of animals? What is the most interesting animal in the zoo? Tell me about lions.	<i>a cat</i> <i>bears and whales</i> <i>in a zoo / on a farm</i> <i>a lion</i> <i>They have four legs.</i> <i>They are yellow and brown.</i> <i>They like sleeping and eating.</i>	Do you or your friends have a cat? Have you seen bears? Can you see animals in a zoo? Is it a lion? A monkey? How many legs do they have? What colour is a lion? What does a lion like doing?
		OK, thank you, *. Goodbye.	Goodbye.	

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

Test 2 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Mary and the girl beside the largest camel
- 2 David and the boy taking a photograph
- 3 Ben and the boy getting on a camel
- 4 Sally and the girl who has fallen off a camel
- 5 Richard and the boy who is whispering something to a girl

Part 2 (5 marks)

- 1 (a)/(the) castle 2 (go) sledging/(by/on a) sledge
- 3 (a)/(the) museum 4 volleyball 5 present(s)/gift(s)

Part 3 (5 marks)

- 1 uncle – A – farmer 2 mother – E – painter
- 3 cousin – D – singer 4 sister – H – pilot
- 5 brother – B – photographer

Part 4 (5 marks)

- 1 B 2 A 3 A 4 B 5 B

Part 5 (5 marks)

- 1 Draw three spots on the bat on the left
- 2 Colour the face of the fatter boy – blue
- 3 Colour the stripes of the tiger on the wall – yellow and black
- 4 Draw a snake on the left-hand side of the wall
- 5 Colour the horse – purple

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

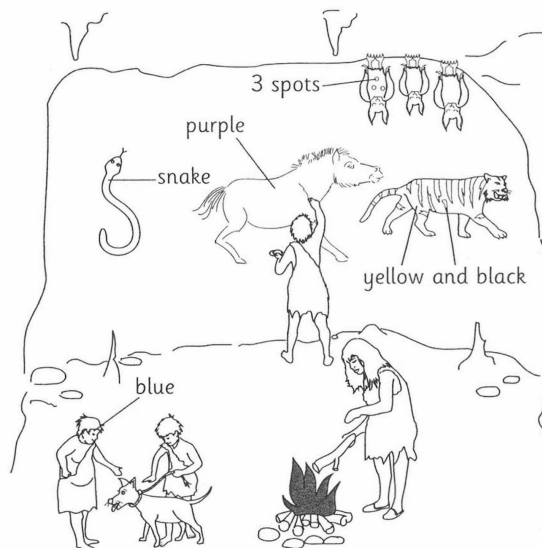
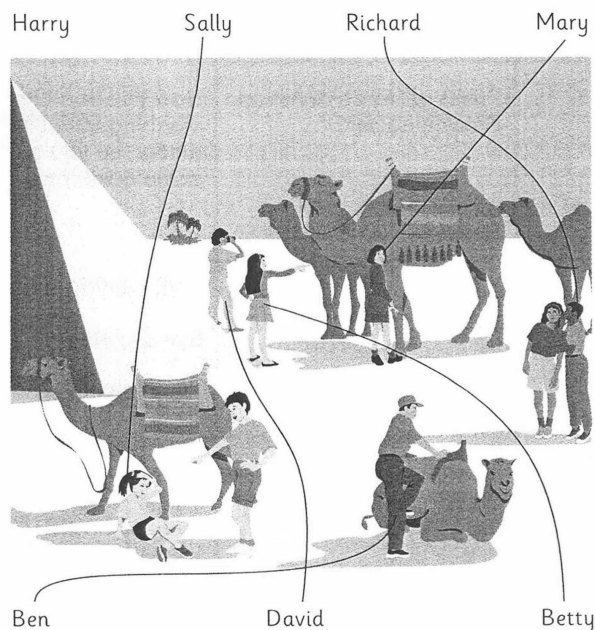
Part 1 *Listen and look. There is one example.*

[pause]

- BOY: Can you see Betty?
 GIRL: Yes, she's next to the pyramid.
 BOY: What's she doing?
 GIRL: She's pointing at the camels.

[pause]

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



[pause]

- BOY: And which girl's Mary?
 GIRL: Can you see the biggest camel?
 BOY: Yes!
 GIRL: Well, Mary's standing next to it.

[pause]

- GIRL: What about David?
 BOY: David's standing next to the pyramid.
 GIRL: Is he the boy who's laughing?
 BOY: No, that isn't him. David's taking photos.

[pause]

- BOY: Where's Ben?
 GIRL: He's trying to get on the camel.
 BOY: Oh, yes. It's difficult, isn't it?

[pause]

GIRL: Look at Sally!
 BOY: Why, what's she doing?
 GIRL: She's just fallen off her camel.
 BOY: Oh. Has she hurt her head?
 GIRL: No, I think she's OK.

[pause]

BOY: Which boy is Richard?
 GIRL: He's standing over there – next to that girl.
 BOY: Oh, yes, he's whispering something to her.
 GIRL: Yes, but I can't hear him!

[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: Good morning, everyone. I'm going to tell you about our school holiday.
 BOY: When are we going, Miss?
 WOMAN: Well, we leave school on Monday morning, the twenty-first, very early, at half past six. So please don't be late.

[pause]

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

[pause]

WOMAN: We're going to do a lot of interesting things on holiday.
 BOY: What are we going to do first?
 WOMAN: Well, on Tuesday, we're going to visit a castle.
 BOY: Oh, that sounds good. Does anyone still live there?
 WOMAN: No, not now. It's very old. Yes, and on Wednesday, if there's enough snow, we're going to go sledging in the hills.
 BOY: Excellent! I love sledging!
 WOMAN: Thursday will be a quiet day. There's a museum which we're going to. I'm sure you'll all like it.
 BOY: Boring. Why can't we go to the cinema?
 WOMAN: Now, let me see. Friday, ah yes, on Friday, more sport.
 BOY: What are we going to do? Is it football?
 WOMAN: No, we're going to play volleyball.
 BOY: Oh, I like that!
 WOMAN: And last, on Saturday, we're going to go to the shops, and you can all buy some presents to take home.

[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]

Emma is looking after a little boy. She's telling him about the people in her family. What job does each person do?

[pause]

GIRL: I'm going to study hard this evening, like you. It's important, then you can get a good job.
 BOY: What does your dad do, Emma?
 GIRL: He's a mechanic. He looks after all the cars in the family! He loves his job.

[pause]

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

[pause]

GIRL: My uncle came to see us last week. He works very hard and has to be outside all the time. He's a farmer so he lives in the country but he doesn't have any animals. He grows beans and other vegetables there.
 BOY: I couldn't do that kind of work.

[pause]

GIRL: My mum works hard too.
 BOY: Does she?
 GIRL: Yes. She paints pictures for all kinds of books. She enjoys her job because she has to draw so many different things. She's just done all the pictures for a story about a dentist with funny teeth. They talk when he doesn't want to! I can read it to you if you like ...

[pause]

GIRL: And I've got a famous cousin. He's got a good job!
 BOY: What does he do?
 GIRL: He sings in a group. He's very rich. He's just bought a new guitar and a new car. He drove me to college in it last week. All the girls were shouting his name when I got out!

[pause]

GIRL: My sister's just started an interesting job.
 BOY: What does she do?
 GIRL: She flies planes. It took five years for her to learn but she loves being a pilot because it's so exciting. There aren't many women who do her job so she feels important, too.

[pause]

GIRL: My brother's good at his job. He works for a newspaper but he doesn't have to write. That's good because he can't spell!

BOY: Writing and spelling is hard for me, too!

GIRL: I know. He takes photos of famous people. He has to go to lots of football matches, concerts and other things like that. I go with him sometimes.

BOY: Wow!

[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 is John's bed in hospital?

GIRL: Excuse me, Doctor. I've come to visit John. Where is he please?

MAN: Oh, yes, John's bed is at the end.

GIRL: I can't see him.

MAN: On the right, next to the window.

GIRL: Thank you.

[pause]

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

[pause]

1 *What has John broken?*

GIRL: Hello, John. Do you feel better?

BOY: Hello, May. I'm OK, but I still can't walk.

GIRL: So can you do your homework?

BOY: No – my arm's fine, but I can't see very well. I broke my glasses!

[pause]

2 *What happened to John?*

GIRL: How did it happen? Were you playing football?

BOY: No, I was riding my bike.

GIRL: Did you fall off?

BOY: Yes, I was going too fast and I didn't see the car coming around the corner.

[pause]

3 *What has May bought for John?*

GIRL: Is it very boring in hospital?

BOY: Well, it's OK because I've got some books to read.

GIRL: Here's a CD for you to listen to.

BOY: Oh, thanks. I heard this on the radio – it's great!

[pause]

4 *Who is John's favourite nurse?*

GIRL: Are the nurses nice?

BOY: Yes, they're all nice but I like that one over there best.

GIRL: The nurse with the blonde hair?

BOY: No, the nurse with brown hair. Can you see her? She's not very tall.

[pause]

5 *What's John going to have for dinner tonight?*

GIRL: And what about the food here?

BOY: Well, it's OK. Yesterday we had pizza, which was nice.

GIRL: What are you going to have tonight?

BOY: Some chicken and salad. I only had a sandwich for lunch and I'm very hungry.

[pause]

Now listen to Part 4 again.

[The recording is repeated.]

[pause]

That is the end of Part 4.

[pause]

Part 5 *Listen and look at the picture.*

There is one example.

[pause]

MAN: Can you see the woman?

GIRL: Yes.

MAN: She's making a fire.

GIRL: Shall I colour it?

MAN: Yes, colour it red.

[pause]

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

[pause]

1

MAN: There are three bats sleeping in the cave.

GIRL: I can see them.

MAN: Look at the bat on the left.

GIRL: Yes?

MAN: Draw three spots on it.
 GIRL: OK.
 [pause]
 2
 MAN: Can you see the boys playing with the dog?
 GIRL: There are two boys.
 MAN: Yes. Well, look at the fatter boy.
 GIRL: OK.
 MAN: Now colour his face blue.
 GIRL: Blue!
 MAN: Yes.
 [pause]
 3
 MAN: Would you like to do some more colouring?
 GIRL: Yes, please.
 MAN: Find the picture of the tiger on the wall.
 GIRL: Right.
 MAN: And colour its stripes yellow and black.
 GIRL: OK.
 [pause]
 4
 MAN: Now for some more drawing.
 GIRL: Good!
 MAN: Can you see the empty space on the left of the wall?
 GIRL: Yes. Shall I draw something there?
 MAN: Yes. Draw a snake.
 [pause]
 5
 GIRL: Can I do some more colouring?
 MAN: Of course you can. The man's painting a horse.
 GIRL: Shall I colour this?
 MAN: Yes. Colour it purple.

[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 a torch | 2 history | 3 medicine |
| 4 a circus | 5 a sledge | 6 a station |
| 7 a suitcase | 8 geography | 9 an ambulance |
| 10 a chemist's | | |

Part 2 (7 marks)

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

Part 3 (5 marks)

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

Part 4 (6 marks)

- | | | | |
|-----------|------------------|---------|----------|
| 1 village | 2 seen | 3 round | 4 sleeps |
| 5 steal | 6 Tom's big wish | | |

Part 5 (7 marks)

- | | | |
|--------------------------------------|-------------------|------------------|
| 1 afraid | 2 didn't come/run | 3 Ben/my/the dog |
| 4 (very) noisy | 5 (best) friend | |
| 6 (big) (dangerous) rocks | | |
| 7 eating (lots of/a lot of) sausages | | |

Part 6 (10 marks)

- | | | | | |
|---------|--------|--------|--------|---------|
| 1 left | 2 take | 3 long | 4 too | 5 do |
| 6 going | 7 must | 8 I | 9 some | 10 your |

Part 7 (5 marks)

- | | | | | |
|------|--------|------------|------|-------|
| 1 is | 2 puts | 3 and/with | 4 to | 5 has |
|------|--------|------------|------|-------|

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: Hello, this is (child's name)*. Hello *, my name's Janel Ms Smith. What's your surname? How old are you?	Hello <i>Fernandez</i> <i>eleven</i>	What's your family name? Are you <i>eleven</i>?
1	Shows candidate both Find the difference pictures. Points to the people in the restaurant in each one. Gives candidate his/her picture then describes things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, in my picture there are six people in the restaurant, 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 tables are round. In my picture, there's a boy in a coconut tree. In my picture, there's a boat. It's red and blue. In my picture, there's a mountain behind the restaurant. In my picture, there's a girl. She's sitting on the rocks. In my picture, it's cloudy.	<i>In my picture, the tables are square.</i> <i>In my picture, there's a monkey in a coconut tree.</i> <i>In my picture, the boat is blue and white.</i> <i>In my picture, there isn't a mountain.</i> <i>In my picture, the girl is standing on the rocks.</i> <i>In my picture, it's sunny.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. Are the tables round? Is there a boy in the coconut tree? Is the boat red and blue? Is there a mountain? Is the girl sitting down? Is it cloudy?
2	Briefly shows candidate the Information exchange cards. Then gives candidate his/her card. Asks the questions. Points to Ann on candidate's card.	This is Peter. I don't know anything about Peter, but you do. So I'm going to ask you some questions. Is Peter married? Is Peter tall or short? How old is he? What's his job? Has he got a car? This is Ann. Now you don't know anything about Ann, so you ask me some questions.	<i>Yes, (he is).</i> <i>(He's) tall.</i> <i>(He's) thirty-three.</i> <i>(He's a) farmer.</i> <i>Yes, two.</i>	Points at the information if necessary.

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

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Responds using information on examiner's card.	(She's) twenty-eight. (She's an) artist. No, (she isn't). (She's) short. No, (she hasn't). She's got a bicycle.	<i>How old is Ann?</i> <i>What's her job?</i> <i>Is she married?</i> <i>Is she tall or short?</i> <i>Has she got a car?</i>	Points at the information cues if necessary.
3	Shows candidate the Tell the story card. Allows time to look at it.	These pictures tell a story. It's called 'The circus'. Just look at the pictures first. It's Saturday. The children want to go somewhere nice. They decide to go to the circus. Now you tell the story.	<i>The children are going by bus to the circus.</i> <i>They can't go in because it's too expensive.</i> <i>They are sad.</i> <i>They go to the café.</i> <i>They are buying ice-creams.</i> <i>Some clowns have come into the café.</i> <i>The clowns are dancing on the tables in the café and the children are laughing.</i>	1. Points at the pictures. 2. Ask questions about the pictures. How are they going to the circus? Can they go in? Why not? How do they feel? Where do they go next? What are they buying? Who has come into the café? What are the clowns doing? What are the children doing?
4	Puts the pictures away and turns to the candidate.	Now, let's talk about your house. Do you live in the town or country? Who lives with you? Which is the nicest room in your house? What can you see from the window? Tell me more about your house.	<i>in the town</i> <i>my parents</i> <i>the living room</i> <i>the street</i> <i>It is small.</i> <i>We don't have a garden.</i> <i>My bedroom is green.</i>	Is your house in the town? Do you live with your grandparents? Is the nicest room the living room? Can you see the street? Is it small? Do you have a garden? What colour is your bedroom?
		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 Emma and the girl on the sledge with a dog
- 2 David and the boy making a snowman
- 3 Pat and the girl skiing
- 4 Peter and the boy pulling the sledge
- 5 Helen and the girl throwing snowballs at the snowman

Part 2 (5 marks)

- 1 artist
- 2 wood
- 3 7 o'clock/seven
- 4 (in the) basement
- 5 (a) music box

Part 3 (5 marks)

- 1 Betty - C - scarf
- 2 Richard - F - dictionary
- 3 Sarah - G - gloves
- 4 Robert - B - CD
- 5 Lucy - D - torch

Part 4 (5 marks)

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

Part 5 (5 marks)

- 1 Draw red stripes on the butterfly on the right
- 2 Colour the sweater of tallest boy fishing - blue
- 3 Colour both swans - black
- 4 Colour the shorts of the boy catching the ball - brown
- 5 Draw a bridge across the river between the boys who are fishing and the swans

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

Part 1 Listen and look. There is one example.

[pause]

BOY: I'm looking for Harry. Where is he?

GIRL: He's standing near the tree.

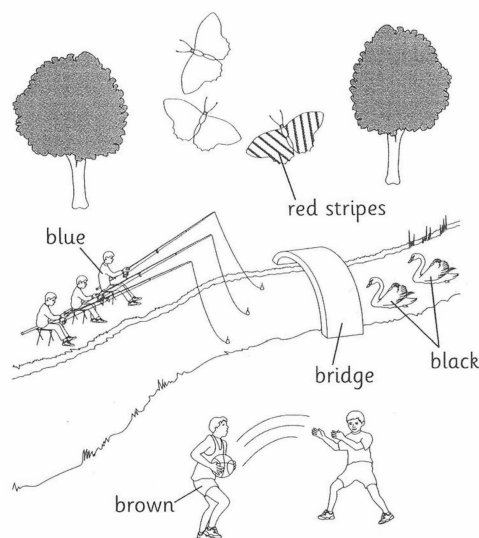
BOY: With snow on his head?

GIRL: Yes, some snow's just fallen on his head.

[pause]

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

[pause]



1

BOY: And which girl is Emma?

GIRL: She's sitting on a sledge.

BOY: With a dog?

GIRL: That's right.

[pause]

2

GIRL: Look at David.

BOY: What's he doing?

GIRL: He's making the biggest snowman in the world!

[pause]

3

BOY: Where's Pat?

GIRL: She's skiing down the hill.

BOY: Oh, yes. She's good, isn't she?

[pause]

4

GIRL: Peter's very strong.

BOY: Why, what's he doing?

GIRL: He's pulling that sledge.

[pause]

5

BOY: Look at Helen.

GIRL: Where is she?

BOY: There – look! She's throwing snowballs at the snowman.

GIRL: Oh, yes. One's just hit the snowman's head.

[pause]

Now listen to Part 1 again.

[The recording is repeated.]

[pause]

That is the end of Part 1.

[pause]

Part 2 Listen and look. There is one example.

[pause]

MAN: Hello, Sue. I'm a journalist – I'm going to do a programme about jobs. Can I ask you some questions, please?

WOMAN: Yes, of course.

MAN: What's your surname?

WOMAN: Clark.

MAN: Is that C-L-A-R-K?

WOMAN: That's right.

[pause]

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

[pause]

MAN: And what do you do, Sue? What's your job?

WOMAN: I'm an artist.

MAN: Do you paint pictures?

WOMAN: No, I'm not that kind of artist. I make things.

MAN: Oh, I see. So if you don't paint, what do you make things with?

WOMAN: Sometimes I use metal, but I prefer making things with wood.

MAN: I see, mmm ... Now, can you tell me about your day, Sue? Do you start work early?

WOMAN: Yes, I do. I work from seven o'clock in the morning until midday.

MAN: So you have to get up early then! And where do you like to work?

WOMAN: I do all my work in the basement. It's nice and quiet there.

MAN: Did you make these things here? They're lovely.

WOMAN: Yes ... and this is my favourite.

MAN: Oh ... a music box!

WOMAN: Yes, and if you turn the key, it plays a song!

[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]

Jim's mum went shopping and bought lots of presents for her friends. What did she buy for each person?

[pause]

BOY: Where did you go today, Mum?

WOMAN: I went shopping in town, Jim. I wanted to buy some presents for my friends at work. You know Tony?

BOY: Yes.

WOMAN: Well, I got him a belt. He'll like that. It wasn't expensive but it's very nice.

[pause]

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

[pause]

WOMAN: It was difficult to choose something for Betty.

BOY: So, did you buy her something?

WOMAN: Yes, I found a nice scarf in the big shop next to the park. She'll like that, I'm sure. She likes going to football matches at the weekends. She can wear it there.

[pause]

WOMAN: Then I went to the bookshop to find something for Richard. He helps me a lot at work.

BOY: Does he?

WOMAN: Yes. I wanted to get him a new diary but they didn't have any nice ones. Then I found this dictionary and thought, that's a good idea! So I bought that.

[pause]

WOMAN: And you met Sarah last week.

BOY: Yes. Did you get something for her too?

WOMAN: Yes. She loves skiing so I found some great gloves for her. They're a lovely dark blue colour.

[pause]

WOMAN: Then I went to the music shop.

BOY: What did you buy there?

WOMAN: Well, I wanted to get Robert a CD of some guitar music. He loves that. But I couldn't find one that I liked. I was going out of the door when I saw another one. I stopped to look at it, then decided to listen to it. It was great, so I bought that one for him.

[pause]

BOY: What else did you buy?

WOMAN: I needed something for Lucy. I got a torch. It's not very exciting, but I couldn't find anything else. I thought about a video before that, but I don't think she watches those now.

BOY: But why are you buying all these presents, Mum?

WOMAN: Because on Monday I'm starting a new job and I have to leave all my friends at work.

[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.*

What did Jill do at the weekend?

[pause]

BOY: Hello, Jill. Did you enjoy your weekend at your aunt's?

GIRL: Yes, it was lovely. On Saturday, I went riding in the mountains.

BOY: On your bike?

GIRL: No. On a horse!

[pause]

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

[pause]

1 *Which person is Jill's cousin?*

BOY: Who did you go with?

GIRL: My cousin, Ben.

BOY: Oh, yes, I know Ben ... he's got brown hair and glasses, hasn't he?

GIRL: He wears glasses but his hair's blonde.

[pause]

2 *How did Jill go to her aunt's house?*

BOY: How did you go to your aunt's house, Jill? By car?

GIRL: No, because my dad was working and he couldn't take me.

BOY: So did you go by bus?

GIRL: That's right. It's cheaper than the train.

[pause]

3 *Which house is Jill's aunt's?*

BOY: What's your aunt's house like?

GIRL: Well, it's very big with three floors.

BOY: That sounds nice.

GIRL: Yes, and it's got a garden with apple trees.

[pause]

4 *What did Jill and her cousin do?*

BOY: Did you eat any of the apples?

GIRL: No, they weren't sweet enough!

BOY: Did you climb the trees then?

GIRL: No, my aunt doesn't let us. But we've got a swing on one of the trees. We played on that.

BOY: Was it sunny on Saturday?

GIRL: No, it wasn't.

[pause]

5 *What time did Jill arrive home on Sunday?*

BOY: Did you come home on Sunday afternoon?

GIRL: Yes. I left early, at about half past one.

BOY: How long did it take to get home?

GIRL: Oh, about two hours, so I got home at half past three.

[pause]

Now listen to Part 4 again.

[The recording is repeated.]

[pause]

That is the end of Part 4.

[pause]

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

[pause]

MAN: Can you see the two trees?

GIRL: Yes?

MAN: Well, colour the leaves on the trees green.

GIRL: All of them?

MAN: That's right.

[pause]

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

[pause]

1

MAN: There are three butterflies in the picture.

GIRL: I see them.

MAN: Draw some red stripes on the butterfly on the right.

GIRL: OK.

[pause]

2

MAN: Next, I want you to find the boy who's fishing.

GIRL: Which one? There are three.

MAN: Yes ... Well, look at the tallest boy.

GIRL: OK.

MAN: And colour his sweater blue.

GIRL: Yes.

[pause]

3

MAN: Can you see the two swans?

GIRL: Yes.

MAN: Colour them black.

GIRL: But swans are white!

MAN: Not always.

GIRL: Right.

[pause]

4

MAN: Now for some more colouring.

GIRL: Good!

MAN: Find the boy who's catching a ball.

GIRL: Easy!

MAN: Well, colour his shorts brown.

[pause]

5

MAN: And last, I want you to do some more drawing.

GIRL: Ready.

MAN: Draw a bridge across the river.

GIRL: Where do you want me to draw it?

MAN: Between the boys who are fishing and the swans.

[pause]

Now listen to Part 5 again.

[The recording is repeated.]

[pause]

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

Reading and Writing

Part 1 (10 marks)

- | | | |
|---------------|--------------|-----------|
| 1 chopsticks | 2 a mechanic | 3 soap |
| 4 insects | 5 a swan | 6 a snack |
| 7 butter | 8 a dinosaur | 9 a comb |
| 10 an octopus | | |

Part 2 (7 marks)

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

Part 3 (5 marks)

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 H | 2 E | 3 A | 4 G | 5 D |
|-----|-----|-----|-----|-----|

Part 4 (6 marks)

- | | | | |
|-------------|------------------------|----------|--------|
| 1 snake | 2 thought | 3 follow | 4 took |
| 5 newspaper | 6 David's strange fish | | |

Part 5 (7 marks)

- | | |
|---------------------|----------------------------|
| 1 car | 2 stay in (a/the) hospital |
| 3 Jim's/his friends | 4 DVDs and comics |
| 5 (any) sports | 6 pizza |
| 7 football team | |

Part 6 (10 marks)

- | | | | | |
|--------|--------|---------|---------|----------|
| 1 of | 2 very | 3 few | 4 have | 5 Would |
| 6 went | 7 for | 8 about | 9 looks | 10 could |

Part 7 (5 marks)

- | | | |
|-------------------------|------------------------|--------|
| 1 to | 2 there (accept: next) | 3 than |
| 4 and (accept: chasing) | 5 would | |

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: Hello, this is (child's name)*. Hello *, my name's Janel Ms Smith. What's your surname? How old are you?	Hello <i>Fernandez</i> <i>eleven</i>	What's your family name? <i>Are you eleven?</i>
1	Shows candidate both Find the difference pictures. Points to the birds in each one. Gives candidate his/her picture then describes things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, the birds in my picture are grey, but in your picture they're green. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, the clock is silver. In my picture, there's a girl. She's carrying a toy camel. In my picture, there are a lot of people in the shop. In my picture, there's an old woman. She's putting on her coat. In my picture, there's an apple below the clock. In my picture, there are books in the shop window.	<i>In my picture, the clock is gold.</i> <i>In my picture, the girl's carrying a toy elephant.</i> <i>In my picture, there aren't a lot of / any people in the shop.</i> <i>In my picture, the old woman is holding her coat.</i> <i>In my picture the apple's above the clock.</i> <i>In my picture, there are bottles.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. What colour is the clock? Is she carrying a toy camel? Are there any people in the shop? Is the old woman putting on her coat? Where's the apple? What's in the shop window?
2	Briefly shows candidate the Information exchange cards. Then gives candidate his/her card. Asks the questions.	This is Ann and Bill. They live in the same street. I don't know anything about Ann's house but you do. So I'm going to ask you some questions. Where's Ann's house? Is it old or new? How many windows are there in Ann's house? What colour is her house? Has it got a garden?	<i>(It's) near the museum.</i> <i>(It's) new.</i> <i>(There are) six (windows).</i> <i>(It's) blue and white.</i> <i>No.</i>	Point at the information if necessary.

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

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Points at Bill's house on candidate's card. Responds using information on examiner's card.	Now you don't know anything about Bill's house, so you ask me some questions. (It's) old. (It's) red and white. (There are) 10. Yes, (it has). Near the station.	<i>Is Bill's house old or new? What colour is his house? How many windows are there in Bill's house? Has it got a garden? Where's Bill's house?</i>	Points at the information cues if necessary.
3	Shows candidate the Tell the story card. Allows time to look at it.	These pictures tell a story. It's called 'The picnic'. Just look at the pictures first. John and Sally and their parents are getting into their car. They're going to have a picnic. Now you tell the story.	<i>The family have arrived in the country.</i> <i>The father's putting the picnic on the grass. The mother's sleeping in the sun. A bear's watching the family. He's saying to the baby bear, 'Come and eat.' The father's afraid. He's climbing a tree. The children aren't afraid. They're giving the bears some bananas.</i>	1. Point at the pictures. 2. Ask questions about the pictures. Where's the family now? What's the father doing? What's the mother doing? Who's watching the family? What's he saying to the baby bear? What's the father doing? Are the children afraid? What are they doing?
4	Puts the pictures away and turns to the candidate.	Now, let's talk about your day. What time do you get up? What do you have for breakfast? Which days do you go to school? How do you get to school? Tell me about your day at school.	<i>seven o'clock</i> <i>milk and bread</i> <i>Monday, Tuesday, Wednesday, Thursday and Friday</i> <i>I walk to school.</i> <i>I see my friends. I have lessons and I play basketball.</i>	Do you get up early? Do you have <i>milk</i>? Do you go to school on Mondays? Do you walk to school? Do you see your friends? Do you have lessons? What sport do you play at school?
		OK, thank you, *. Goodbye.	Goodbye.	

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

COMBINED STARTERS, MOVERS AND FLYERS THEMATIC VOCABULARY LIST

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

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

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

s – first appears at *Starters*

m – first appears at *Movers*

f – first appears at *Flyers*

ANIMALS

<i>s</i> animal	<i>m</i> kangaroo
<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	

THE BODY AND THE 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
<i>s</i> T-shirt
<i>f</i> umbrella

f uniform
s watch
s wear

COLOURS

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

FAMILY & FRIENDS

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

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

FOOD AND DRINK

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

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

HEALTH

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

m stomach ache
m temperature
m toothache

THE HOME

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

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

MATERIALS

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

NUMBERS

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

PLACES & DIRECTIONS

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

f bridge
m bus station
f bus stop
m café
f castle
f chemist(s)
m cinema
f circus
f club
f college
f corner
f east
f end
f factory
m farm
f fire station
f front
f get to
s here
m hospital
f hotel
s in
s in front of
f kilometre(s) (US
kilometer(s))
f left
m library
f London
m map
m market
f museum
s next to
f north
s on
f over
s park
m place
m playground
f police station
f post office
f restaurant
f right
m road
s shop (US store)
f south
m square
f station
s store (UK shop)
m straight
f straight on
s street
m supermarket
m swimming pool
f theatre
s there

s under
f university
f way
f west
m zoo

SCHOOL

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

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

SPORTS & LEISURE

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

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

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

TIME

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

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

TOYS

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

TRANSPORT

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

WEATHER

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

WORK

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

f businessman/woman
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
f 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
f tidy
m thin
m third
m thirsty
m tired
m top
s ugly
f unfriendly
f unhappy
f untidy
f warm
m weak
m well
m wet
m windy
m worse
m worst
m wrong
s young
s your

DETERMINERS

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

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

ADVERBS

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

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

PREPOSITIONS

m about
m above
f across

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

CONJUNCTIONS

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

PRONOUNS

m all
m another
f anyone

f anything
m both
f each
f else
f enough
f everyone
f everything
s he
s her
s hers
s him
s his
s I
s it
s its
s me
m mine
m more
m most
f much
f no-one
m nothing
s one
f other
s ours
s she
f someone
m something
s that
s theirs
s them
s these
s they
s this
s those
s us
s we
f where
m which
m who
s you
m yours

VERBS

Irregular:

s be
f begin
f break
f bring
f burn
m buy
s catch (a ball)
m catch (a bus)
s choose

s come
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)
f take time
m take off
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
f 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
f 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