

Young Learners English

Flyers

PRACTICE TESTS

Teacher's Notes

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Exam information

Cambridge ESOL (English for Speakers of Other Languages) have three levels of Young Learners English (YLE) exams designed for the 7–12 age group.

Starters	100 hours of English approx.	all ages but typically from age 7
Movers	175 hours of English approx.	all ages but typically from 8–11
Flyers	250 hours of English approx.	all ages but typically ages 9–12

The exam experience

For many young children, a Cambridge ESOL YLE Test may be their first experience of doing an exam. It is possibly the first time they have had to travel to a different venue to sit a test. They might be emotional and distracted by unfamiliar surroundings. In some cases, it is even a big day out together with a trip to the city on the bus or train. If we give our students lots of practice, they will feel confident about what is expected of them in the test, and what they will have to do.

The exam

Listening is normally the first paper and Reading and Writing the second, followed by Speaking, but the candidates may sit the three papers in any order depending on the organisation of the centre running the exam.

For more information, including further vocabulary and grammar structures lists for all three exams, please refer to the Cambridge ESOL YL Handbook.

Flyers Practice Tests

This book contains four full practice tests. The layout is similar to what the students will see in the real exam where they are given individual A4 booklets with coloured illustrations.

These tests provide an introduction to the Flyers exam. They can be used to train students in how to approach each task, to recognise what kind of answers are required and to progress from one exercise type to another.

In addition to preparing for task types, these four practice tests utilise language – both grammatical structures and vocabulary – that is in the ESOL Flyers syllabus. This book consolidates the language with Flyers-style usage.

As young learners need constant recycling of the language studied, there are some additional activities outlined below that can consolidate language from the course and help prepare for the tests.

Many courses present and practise language topic by topic. Here students will find the themes and language structures mixed together and find they need to jump from one to another in their recall, reflecting the exam. Extra instructions for gradual test preparation can be found on page 8. You can guide them into the tasks and the target language using the practice tests in the book.

As you look at each section, ask questions about the illustrations, use the words on the page to elicit which topics are tested, and talk about the examples and even the layout on the pages.

Double check that they know what they have to do to complete each task.

Some detailed guidelines for using Test 1 as a 'test that teaches' are given on pages 9–12.

Activities

Using the vocabulary list in the *Young Learners English Flyers Student's Book*

To help students use the vocabulary lists as a useful resource, encourage them to refer to it.

ABC (whole class and later pairs) Give a letter of the alphabet and a category of vocabulary, and ask students to say a word as quickly as they can.

Teacher: *T, clothes*

Student: *trousers*

Once students are confident, ask them to continue in pairs.

A or an? (pairs) Students work with a partner. Student A says a word from any category on the wordlist and Student B says whether it takes 'a' or 'an'. Students then swap roles.

Last and first letters (whole class) Go round the class with a word game. The first student says a word and the next student has to say another word that begins with the last letter of the previous word. For example:

horse elephant tiger rabbit table

The aim is to get round the whole class without repeating a word.

Brainstorm warmer (whole class) Students look at one of the categories, e.g. clothes, for one minute then turn their books over.

Ask *Hands up. How many / What (clothes) can you remember from the list?*

Racing list (groups / teams of students) Choose a category, e.g. animals. Students write down as many animals as they can in a minute. Check the spelling against the list and give one point for each correctly spelt animal. Accept animals that are not on the list!

Word tennis (two teams) Divide the class into two teams and sit them in two lines facing each other. Name a category, e.g. houses. The 'ball' is hit between the teams as they say a word from that category. The teacher walks along the lines pointing to the student whose turn it is to speak.

If students hesitate for too long or repeat a word, the point goes to the opposite team.

Students can confer with teammates but they must say a word quite quickly.

Change the lexis category when you feel students have exhausted their knowledge of words in the topic.

Categories (teams / individually) Give students category titles, e.g. animals, food, clothes. Then read out lists of words that students have to write in the correct categories. This is useful for revision and can follow on nicely from Word tennis.

Draw/mime/write (whole class) This is a good way to cover words that have not been covered in the course. Select some words from the list that were not covered by your course and ask students to draw, mime or write translations of them. Words might come from a mixture of topics, e.g. *kite, shell, onions, table tennis, truck, box, lizard, jump*.

Matching pairs (whole class) Write two lists of words, e.g. adjectives and their opposites (big/small, clean/dirty), or singular nouns and their plurals (mouse/mice, man/men), and get students to match them. Alternatively, with small groups, write the words on cards and students take it in turns to turn two cards over. If the words match, they win those cards.

Hangman (whole class) Write the dashes on the board to represent the letters of a word. Tell students the category and then encourage them to guess the letters that are in the word.

Teacher: *This is an animal. There are six letters.*

Student: *Is there an 'O'?*

Teacher: *No, there isn't an 'O'.*

Definitions (pairs) Students work with a partner. Student A gives a definition of a word from any category on the wordlist and Student B guesses what the word is. They then swap roles.

I went on holiday and I packed ... (whole class) Students describe what they took on holiday with them. Each student must repeat all of the words that were said before in order and then add an item.

Student A: *I went on holiday and I packed my shoes and five T-shirts.*

Student B: *I went on holiday and I packed my shoes, five T-shirts and a pullover.*

Student C: *I went on holiday and I packed my shoes, five T-shirts, a pullover and ...*

Mexican wave (whole class) Students ask and answer a question as quickly as possible. When they answer and ask a question they must stand up. Go round the class as quickly as possible asking and answering questions. To make the game competitive you can time how long it takes to go round the class and get students to do it quicker on another occasion.

Student A: (stands up) *What's the time?* (sits down)

Student B: (stands up) *It's ten o'clock. What's the day?* (sits down)

Student C: (stands up) *It's Monday. What's the month?* (sits down)

Revision

Instructions

Make sure that students are familiar with all the rubrics used in the tests. Say the instructions and ask students to demonstrate on the board. For example:

Listen and write a letter in each box.

Listen and draw lines.

Listen and tick the box.

Listen and colour and write and draw.

American versus British lexis

Some words appear in the syllabus in both American and British English. Although the *Practice Test Book* uses the British words in the text, it is necessary to make students aware of the other words because they may need to understand them in any of the three papers.

Give students a list of British words and ask them to look at the Vocabulary list to find the American equivalent. They also need to recognise the structures 'Have you got ...?' and 'Do you have? ...'

British word	American word
lorry	truck
lift	elevator
rubber	eraser
chips	fries
grey	gray
football	soccer
shop	store

People in Flyers

Names

Tell students to look at the list of names on pages 106–107. Ask for a volunteer to read all of the names aloud without hesitating.

Titles

Make sure that students understand the difference between Miss, Mr and Mrs by asking them to name examples using teachers in the school.

Personalise the topics

Always ask the students questions about themselves, families and friends. For example:

What's your mum called? And what's your dad's name?

Have you got any brothers and sisters?

What do you do in the playground?

What do you do after school?

What's your favourite subject?

Using visuals and real objects

Get students to stick pictures of key Flyers vocabulary onto cards and then write the words or the first letter of the words on the back of the cards. They should store the different word sets in separate envelopes.

Dice game (small groups) Play a dice game by laying a set of cards out on the table in rows and columns. Give each group a dice and counters, and demonstrate that when they throw a number, they move that number of cards towards the last one, saying the name of the object as they land on it (e.g. *Octopus!* or *It's an octopus.*). **Variations:** (i) the player asks their companions *What is it?* and they all answer. (ii) They must say full sentences about the objects (e.g. *Octopuses have big eyes.*). Encourage the students to give fuller responses according to their individual ability.

Bingo (whole class) This game provides practice in recognition of vocabulary. Students select any six cards from their envelopes and lay them on their desks. The teacher calls out a word at random from the lists twice. Students who have that card on their desks turn it over. The first student to turn over all six of their cards shouts *Bingo* and has won.

Pelmanism (whole class) Stick pictures on the board so that students can only see the backs of the cards. Then number them 1–10. Give a clue (It's an animal / something you eat / drink) and ask students to guess the first card. If they guess correctly, turn it over and let them see it briefly. Then turn the card over again. They should try to remember what they have seen and where it is. When they have seen all the cards, ask them to tell you what each card is from memory. The object is to name all ten items correctly in turn without clues.

What? (pairs) Students take turns picking up a card and asking *What is it / are they?* Their partner has to respond with the correct answer or lose the round. This activity can be extended by encouraging students to ask further personalised questions about the cards, e.g. *Can you ... ? Do you like ...?*

Noughts and crosses (whole class) Select nine of the cards to revise and play noughts and crosses. Draw a noughts and crosses grid on the board, as shown.

1	2	3
4	5	6
7	8	9

Write the numbers 1–9 in the squares. Lay out a 3 x 3 grid of cards on your desk, face down. Divide the class into two teams, with a captain in each. The teams take turns to choose a square. Show them the corresponding card for them to name and ask *What is it?* The team must confer to decide on their answer but the captain says it aloud to the teacher. If it is correct they put their O or X in the chosen square on the board.

Variation: (in pairs) Students randomly select nine of the cards and position them face down on the desk. The number in the noughts and crosses grid corresponds to the position of the card so they can play independently of the teacher.

Slow reveal (whole class) Cover a picture of a known object with a card and gradually move the card so that more and more of the image becomes visible. The first student to say what the image is wins the card.

Quick show (whole class) Hold a card with the picture towards you so that students can't see it. Then turn it over very quickly so that they only see it for a split second. Ask them to say what they saw.

Listen and guess (whole class) Put an object into a tin or cardboard box and shake the container. Ask students to guess what it is.

Kim's game (whole class or groups) Lay out a selection of objects on a tray or on a table and ask students to study them for thirty seconds. Then ask students to close their eyes while you remove one object and rearrange all the others. The first student to name the missing object wins.

Preparation for Speaking

Whilst using this book, take every opportunity to prepare for the Speaking paper by personalising the topics whenever possible. Asking questions about the student's own house, eating habits, school or family not only warms them up to the relevant topic, it also familiarises them with questions they might hear in the Speaking paper. If they are practised in responding to these questions regularly, they will be more comfortable in the one-to-one situation of the exam.

Use visuals and real objects, and ask open and closed questions about them as suitable:

Can you swim / skip?

Have you got a striped T-shirt?

Do you like (school subjects)?

What do you do after school?

Where do you eat breakfast?

Encourage students to describe what different people are doing in pictures. (This requires the use of the present continuous.)

What's the boy on the left doing?

Is the lion on the right sitting in the cage?

Encourage students to describe a series of events in a story. (This may require the past simple and connectives and time markers.)

The girl had breakfast at eight o'clock and then left the house and went to school. She arrived at school fifteen minutes later.

Encourage students to ask questions about personal details and basic topics.

What animal is it?

How old is it?

What colour is it?

Where does it live?

What does it eat?

Encourage students to talk freely and confidently about basic topics, such as leisure or school.

Two circles (whole class) Students stand in two circles (inner and outer) and ask questions of the person opposite them. The students in the inner circle move left every minute to ensure that everybody has a different partner. Use the questions from the last sections of the Speaking paper rubrics and other examples for this activity.

Hot seat (groups of five) One student is in the hot seat and the others fire random questions on a range of topics. Initially the questions can be from a list, but as learners become more confident they can be freely chosen.

Domino cards (whole class) Make sets of domino cards with an answer and a question on each. Have enough cards for each member of the class to have one. Distribute the cards at random. The student with the 'start' card begins by asking the first question and the student with the correct answer responds and then asks their own question. The game continues round the class as quickly as possible. It is good to time this activity so that students can do it again with the aim of completing it in less time. For example:

How old are you? I'm eleven Have you got any brothers? I've got two brothers. What's your favourite subject? Maths. When's your birthday?

The last domino should finish with an answer and the word 'end'.

Using the illustrations

The *Flyers Practice Test Book* contains numerous large pictures which can be used to practise speaking. Utilise these pictures by asking questions about them and eliciting relevant language. This can be used to revise language or can be used to warm up to the relevant Practice Speaking Test. Once students are confident, they can work in pairs and ask and answer their own questions.

Follow up general questions by asking questions to personalise the topic. For example, if a picture is about a birthday party:

Do your mum and dad take photos at your birthday party?

Do you have a cake for your birthday?

When is your birthday?

Is your kitchen big or small?

Have you got a table in your kitchen?

How many chairs are there?

Do you eat breakfast in your kitchen?

What can you see out of your kitchen window?

Correction

Learning from mistakes is a vital part of learning and using the mistakes of students as they complete these practice tests is valid preparation for the exam itself.

Encourage students to correct each others' mistakes. It's important that they learn to do this sympathetically. You can also write mistakes on the board and encourage children to work in small groups to correct them.

Using the complete tests

The book contains four complete practice tests. If your students are confident and familiar with the exam format, you can conduct all four under exam conditions. If, however, you think your students would benefit from more support, you could use them for teaching and revision first. The lesson plan for Test 1 on page 9 shows how you can support students step-by-step before asking them to complete the test itself. For Test 2, set the papers part-by-part, reminding the students at each stage what is expected of them in each task. Remind them of strategies they have been taught, such as looking at the pictures to anticipate language; reading all of the text in each exercise before starting to answer the questions; reading the instructions carefully. The class could work in pairs. For those students who still need more guidance, elicit language from the pictures and guide each stage as in Test 1.

Students could then undertake Tests 3 and 4 independently without support. If, however, you feel that an element of support would still be beneficial for some students, you can base your lessons on the general guidance notes for Test 2 on page 12.

Test 1 Lesson Plan

Listening Part 1 (page 4)

- Students listen to a dialogue between two people about a picture of a campsite. They have to draw lines between names round the edge of the picture and the people in the picture. There is one extra name.

Warmer With books closed, brainstorm weather expressions. Collate students' ideas on the board in a spider diagram with 'weather' written in the central box.

Review colours by asking a series of questions:

What's your favourite colour?

What colour is your (item of clothing)?

What are the colours of your favourite football team?

Review clothes and adjectives to describe them.

Who is wearing a striped shirt?

Can you describe what (name) is wearing?

Talk about camping holidays:

Who likes going camping?

What do you need to take with you on a camping holiday?

What things can you do on a camping holiday?

Review pronunciation of the names in the Flyers list.

Preparation Tell students to open their books at page 4. Ask them questions about the picture:

What are the names round the edge of the picture? Are they boys' or girls' names?

What's this person wearing / doing?

Can you see someone in a striped shirt?

What is this? (a tent)

What colour is this tent?

Where's the rucksack?

How many children are there?

Task Clarify the task, telling students that they must listen and then draw lines from the names to the people in the picture, following the example. Play the example and indicate drawing a line to the relevant person. If necessary, give more examples using your

finger to draw the lines. Tell the class they will hear the conversations twice. They should have their pencils ready and be quiet. The example is not repeated. Questions 1–5 are recorded twice but you might want the class to hear them more times if they are not used to listening to CDs.

Listening Part 2 (page 5)

- Students listen to a dialogue between two people and fill in details on a form.
- There is an example in which a name is said and then spelled out loud.

Warmer Warm up by asking students to spell their names and simple words. Review school subjects by having students brainstorm in pairs. Then collate the subjects on the board in a spider diagram with 'subjects' in the central box.

Preparation Practise expressing likes and dislikes in the context of school subjects, e.g. *Do you like English / maths / science?* Encourage students to give reasons for liking or disliking subjects, e.g. *I like English because it's interesting. I don't like history. It's boring.*

Task Look at the form and clarify what students have to listen for. Stress that they need to listen for likes and dislikes. Play the recording straight through. You may want to ask them to compare answers before the second listening. This helps them to focus on any problem areas which they need to listen out for.

Listening Part 3 (pages 6–7)

- Students listen to a dialogue and have to match labelled pictures to objects A-H on the opposite page.

Warmer Focus attention on the pictures of the friends and relatives and practice their names, e.g. *What's the uncle called? Who is David?*

Preparation Focus attention on the pictures of the presents. Ask students to work in pairs to identify as many presents as they can. Then collate the words on the board.

Task Play the recording twice through. If necessary, pause after each dialogue and let them compare answers. If any are incorrect, play the dialogue again and discuss the answer.

Listening Part 4 (pages 8–9)

- Students listen to a dialogue and answer five questions by choosing from sets of three pictures.

Warmer Revise the vocabulary tested in the five sets of pictures using a variety of approaches. For example:

Practise adjectives to describe physical attributes by asking students to describe themselves and others in the class.

Practise animal vocabulary using visuals.

Practise jobs by asking questions, e.g. *Who works in an office / a hospital?*

Practise food by asking personal questions, e.g. *What do you eat for breakfast / lunch / dinner? What's your favourite food? What food don't you like?*

Review the time by asking personal questions, e.g. *What's the time? What time do you get up / go to bed? What time does school begin / end?*

Preparation Ask students to work in pairs and describe the five sets of three pictures. Ask individuals to describe the pictures to the class. Encourage comments and suggestions from the others. Elicit more details if a student doesn't produce them.

Student A: *I can see a big boy with blond hair.*

Teacher: *Is his hair long or short?*

Task Play the recording twice. If necessary, pause after each dialogue and let students compare answers. If any are incorrect, return to the dialogue, play it again and discuss the answer.

Listening Part 5 (page 10)

- Students listen to a dialogue between a child and an adult about a picture.
- Students have to colour, draw and write on the picture.

Warmer Review colours by asking questions:

What's your favourite colour?

What colour is your (item of clothing)?

What colours are in the flag of our country?

Review clothes and adjectives to describe them,

e.g. *Who is wearing a striped shirt? Can you describe what (name) is wearing?*

Preparation Ask students questions about the picture:

What's this person wearing / doing?

How many people are running / skipping / climbing?

Can you see someone in long trousers?

What is this? (a castle)

How many children are there?

Task Clarify the task, telling students that they must listen and then draw, colour or write. Play the recording twice. If necessary, pause after each dialogue and let students compare answers. If any are incorrect, return to the dialogue, play it again and discuss the answer.

Reading and Writing Part 1 (page 11)

- Students read definitions of words and copy the correct word next to each definition. There are 15 words to choose from.

Warmer Have students read aloud the 15 words around the outside of the page. Have students work with a partner. Student A says a word and Student B says whether it takes 'a', 'an' or nothing. Students then swap roles.

Preparation Have one student read out a definition to the class and ask for volunteers to give the answer. Ask the class whether they agree. Have students look up the words they don't know in a dictionary.

Task Warn students that there are four distractors. Tell students to write the words they are sure of first and cross out those prompts around the edge, so that they can easily see the remaining options. Tell students not to leave any gaps.

Reading and Writing Part 2 (pages 12–13)

- Students read seven sentences about a picture and write 'yes' or 'no' to indicate whether the sentences are true or false.

Warmer Review the vocabulary in the picture by asking questions. Once students are confident, have them continue in pairs.

Preparation Encourage students to make up short sentences with prepositions to describe what is in the picture. Warn students that there are usually two pieces of information in each sentence and that both parts must be correct before they write 'yes'. Tell students to check prepositions carefully.

Task Students complete the task individually and compare answers in pairs.

Reading and Writing Part 3 (pages 14–15)

- Students read a dialogue with five missing responses. They have to choose the correct responses from a list (A–H).
- There are two distractors.

Warmer Revise interrogatives and appropriate responses, e.g. *How are you? / I'm fine thanks.*

Preparation Tell students to read the rubric carefully and look at the picture to get clues about the content of the dialogue.

Task Get students to work with a partner to find the best answers. Check answers with the whole class afterwards. Encourage volunteers to act out the full conversation.

Reading and Writing Part 4 (pages 16–17)

- Students read a story with five missing words. They have to choose the correct words from a selection.
- Finally they have to choose a title for the story from a choice of three.

Warmer Get students to look carefully at the picture for clues about the content of the story.

Preparation Ask students to underline any words they do not know and then ask the others in the class what they mean. If you cannot elicit the answers, get students to look up the words in a dictionary. Ask students to guess what the missing words are without looking at the menu.

Task Students complete the text using the words from the menu. For the title, get students to vote on the best suggestions. Warn students that the best title for the story will represent the whole story and not just one part of it.

Reading and Writing Part 5 (pages 18–19)

- Students read a story and then complete seven statements about it with 1, 2, 3 or 4 words.

Warmer Tell students to look carefully at the picture to get clues about the content of the story.

Preparation Students read the story and try to understand as much as possible. If time allows, get students to retell the story to each other without looking at the book.

Task Students complete the sentences. Encourage them to comment on each others' answers and say whether they think they are correct.

Reading and Writing Part 6 (pages 20–21)

- Students choose missing words from a multiple choice selection to complete a factual text.
- Prepositions, tenses, articles and singular/plural forms are often tested.

Warmer Using the picture, ask students to brainstorm vocabulary associated with the topic of the story. Ask students what they know about the topic and get them to share ideas.

Preparation Tell students to underline any words they don't know. Warn them that when choosing an answer, they must check that the word fits grammatically.

Task Students choose words from the options provided to fill the gaps. Once all the choices have been made, ask volunteers to read parts of the text aloud.

Reading and Writing Part 7 (page 22)

- Students have to fill in five gaps in a text without words to choose from.
- The text can be a diary entry, letter or email.
- Conjunctions, prepositions, verbs, tenses and vocabulary are tested.

Warmer Play 'a' or 'an' to focus students on grammar.

Preparation This is a challenging activity and it is important to stress that the correct answers can only be found if students understand the text fully. Get them to read sentence by sentence and ask them questions to check their understanding.

Task Students complete the text and compare answers with a partner. Go through the answers as a class and check that students know why the answers are correct. Make sure students have the right spelling.

General guidance for Test 2

The following teaching and examination tips are designed to help students perform well in the different parts of the test. All of the tips can be incorporated into lessons as part of normal teaching practice.

Listening Part 1 (page 28)

- Students listen to a dialogue between two people about a picture. They have to draw lines between names round the edge of the picture and the people in the picture. There is one extra name.

General preparation in class

Students read the seven names aloud.

Students work with a partner. Student A reads a name and Student B points to it. Students then swap roles.

Students say where the scene is.

They are in a classroom.

Students say the names of the clothes they can see in the picture.

I can see grey trousers.

Yes, and I can see a grey pullover.

Students describe the actions they can see in the picture.

I can see two children with telephones.

I can see one girl throwing a piece of paper in the bin.

Students name objects.

I can see a book on the floor.

I can see a flag.

Exam tips

Warn students that there are often distractors. They should check that their answers match all of the criteria.

Three children are sitting but only one has a yellow T-shirt.

Tell students to draw very clear lines between the names and the people.

Listening Part 2 (page 29)

- Students listen to a dialogue between two people and fill in details on a form.
- There is an example in which a name is said and then spelled out loud.

General preparation in class

Practise reciting the alphabet with students.

Students work with a partner. Student A says one letter of the alphabet and Student B says the next.

Students spell their names aloud.

Students spell the names of people in the class and their partner has to respond with the name:

Student A: *P-A-U-L*

Student B: *Paul*

Students sing the alphabet song.

Practise the days of the week.

Teacher: *Yesterday was Tuesday. What's today?*

Student: *Wednesday. Tomorrow is ...*

Get students to practise telling the time.

Exam tips

Tell students to look carefully at the form before they listen, so that they know which information to listen for.

Tell students to listen to the whole conversation before they start writing.

Listening Part 3 (pages 30–31)

- Students listen to a dialogue and have to match labelled pictures to objects A–H on the opposite page.

General preparation in class

Students read the family words on page 30 aloud.

Students work with a partner. Student A says one of the family words and Student B points to the picture in the first column. Students then swap roles.

Students describe the second set of pictures.

This is an octopus.

This is a butterfly.

Exam tips

Warn students that there are distractors.

Tell students to look carefully at the pictures before they listen so they know what information to listen for.

Listening Part 4 (pages 32–33)

- Students listen to a dialogue between two people and choose from sets of three pictures the correct answers to five questions.

General preparation in class

Students say what they see in each set of pictures.

Students work with a partner. Student A describes the pictures and Student B points to it. Students then swap roles.

I can see a cake.

That's 3A.

Exam tips

Warn students that there are distractors.

Tell students to read the questions and look at the three pictures carefully before they listen so they know what information to listen for.

Listening Part 5 (page 34)

- Students listen to a dialogue between two people about a picture.
- They have to colour, draw and write on the picture.

General preparation in class

Students say where the scene is.

This is in/at an airport.

Students practise the colours using classroom objects and clothes.

I'm wearing grey trousers and a blue shirt.

The table is brown and this book is yellow.

Students say the names of clothes they can see in the picture.

I can see a suit.

Yes, and I can see a skirt.

Students describe actions they can see in the picture.

I can see a woman holding a baby.

I can see a girl playing with a doll.

Students name objects.

I can see a cage with a dog.

I can see a guitar.

Exam tips

Warn students that there are often distractors.

Tell students that they just have to colour some objects, but they have to draw and colour one object and write one word which is in the dialogue.

Reading and Writing Part 1 (page 35)

- Students read definitions of words and copy the correct word next to each definition. There are 15 words to choose from.

General preparation in class

Students read the 15 words aloud.

Students work with a partner. Student A says a word and Student B says whether it takes 'a', 'an' or nothing. Swap roles.

Students look up any unfamiliar words in a learners' dictionary.

Exam tips

Warn students that there are four distractors.

Tell students to write the words they are sure of first and cross them out, so they can easily see the remaining ones.

Tell students not to leave any gaps – if they really do not know the answer and cannot work it out, they can make a guess.

Reading and Writing Part 2 (pages 36–37)

- Students read seven sentences about a picture and write 'yes' or 'no' to indicate whether the sentences are true or false.

General preparation in class

Students work with a partner. Student A says a word and Student B points at it on the picture. They then swap roles.

Students look up any unfamiliar words in a learners' dictionary.

Students make up short sentences with prepositions to describe the picture, for example:

There is a white dog on a bench.

Two children are playing with a ball.

Exam tips

Warn students that there are usually two pieces of information and that both parts must be correct before they write 'yes'.

Tell students to check prepositions carefully.

Reading and Writing Part 3 (pages 38–39)

- Students read a dialogue with five missing responses. They have to choose the correct responses from a list (A–H).
- There are two distractors.

General preparation in class

Tell students to read the rubric carefully and look at the picture to get clues about the content of the dialogue.

Students work with a partner. Student A reads the first part of the conversation and Student B tries to find the best answer. They then swap roles.

Exam tips

Warn students that there are two distractors.

Tell students to look for clues:

- *If the question asks 'when', the answer might contain a date or a time.*
- *If the question asks 'where', the answer might be a place in the answer.*
- *If the question asks 'what', the answer might be a place in the answer.*

Reading and Writing Part 4 (pages 40–41)

- Students read a story with five missing words. They have to choose the correct words from a selection.
- Finally they have to choose a title for the story from a choice of three.

General preparation in class

Tell students to look carefully at the picture to get clues about the content of the story.

Students read the story and try to guess what the missing words are without looking at the menu.

Have them vote on the best suggestions.

Exam tips

Warn students that there are four distractors.

Tell students to look for clues.

- *If the word before the gap is 'a', 'an', or 'the', the missing word must be a noun.*
- *If the word before the gap is an adverb like 'very' or 'really', the missing word must be an adjective.*
- *If the word before the gap is 'I', 'he', 'she', 'it', 'we', 'you' or 'they', the missing word must be a verb.*

Tell students that the best title for the story will represent the whole story and not just one part of it.

Reading and Writing Part 5 (pages 42–43)

- Students read a story and then complete seven statements about it with 1, 2, 3 or 4 words.

General preparation in class

Tell students to look carefully at the picture to get clues about the content of the story.

Students read the story and try to understand as much as possible.

Students underline words they don't know and then look them up in a dictionary.

Students try to retell the story in their own words.

Students work out questions to ask a partner. Then they take it in turns to ask and answer questions.

Exam tips

Tell students to look for clues.

- *If the word before the gap is 'a', 'an', or 'the', the missing word must be a noun.*
- *If the word before the gap is an adverb like 'very' or 'really', the missing word must be an adjective.*
- *If the word before the gap is 'I', 'he', 'she', 'it', 'we', 'you' or 'they', the missing word must be a verb.*

Reading and Writing Part 6 (pages 44–45)

- Students choose missing words from a multiple choice selection to complete a factual text.
- Prepositions, tenses, articles and singular/plural forms are often tested.

General preparation in class

Tell students to look carefully at the picture and the title to get clues about the content of the story.

Students read the story and try to understand as much as possible.

Students read through the multiple choice options and choose the best answer in pairs.

Students decide on the correct option as a class.

Students read the complete text out loud.

Exam tips

Tell students to fill in the words that they are sure of first and then do the more difficult ones afterwards.

Tell students not to leave any gaps.

Tell students to read the complete story to themselves afterwards to see that it 'sounds' right.

Reading and Writing Part 7 (page 46)

- Students have to fill in five gaps in a text without words to choose from.
- The text can be a diary entry, letter or e-mail.
- Conjunctions, prepositions, verbs, tenses and vocabulary are tested.

General preparation in class

Tell students to look carefully at the picture to get clues about the content of the story.

Students read the whole diary entry and try to understand as much as possible.

Students underline any words they don't know.

Students look up any unfamiliar words in a dictionary or ask the teacher to explain them.

Exam tips

Tell students to fill in the words that they are sure of first and then tackle the more difficult ones afterwards.

Tell students not to leave any gaps.

Tell students to read the complete story to themselves afterwards to see that it sounds right.

Tell students to look for clues.

- *If the word before the gap is 'to', the answer must be a verb.*
- *If the word before the gap is 'there', the answer must be 'was' or 'is'.*
- *If the word before the gap is 'a', 'an', or 'the', the missing word must be a noun.*
- *If the word before the gap is an adverb like 'very' or 'really', the missing word must be an adjective.*
- *If the word before the gap is 'I', 'he', 'she', 'it', 'we', 'you' or 'they' the missing word must be a verb.*

<p>2</p>	<p>Briefly show the student the Information exchange cards (pages 25–26). Give the student his or her card.</p> <p>Point to the box on the right of the student’s card.</p> <p>Asks the questions.</p> <p>Point to the box on the left of the student’s card.</p> <p>Respond using information on the examiner’s card.</p>	<p><i>Harry and Betty are friends. Their mothers are friends too. I don’t know anything about Harry’s mother, but you do. So I’m going to ask you some questions.</i></p> <p><i>What’s Harry’s mother’s name?</i></p> <p><i>How old is she?</i></p> <p><i>What is her favourite food?</i></p> <p><i>What’s her job?</i></p> <p><i>Which sport does she play?</i></p> <p><i>Now, you don’t know anything about Betty’s mother, so you ask me some questions.</i></p> <p><i>Sarah.</i></p> <p><i>She’s 37.</i></p> <p><i>Chocolate biscuits.</i></p> <p><i>She’s a photographer.</i></p> <p><i>Volleyball.</i></p>	<p><i>Helen.</i></p> <p><i>(She’s) 35.</i></p> <p><i>Pizza.</i></p> <p><i>(She’s a) journalist.</i></p> <p><i>Golf.</i></p> <p><i>What’s her name?</i></p> <p><i>How old is she?</i></p> <p><i>What is her favourite food?</i></p> <p><i>What’s her job?</i></p> <p><i>Which sport does she play?</i></p>	<p>Point at the information if necessary.</p> <p>Point at the information if necessary.</p>
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<p>3</p>	<p>Show the student the Tell the story card (page 27). Allow time for the student to look at it.</p>	<p><i>These pictures tell a story. It's called 'Poor dog!' Just look at the pictures first.</i></p> <p><i>David is in the kitchen, having his breakfast. He's drinking orange juice and eating bread and jam. His small brown dog wants to go for a walk.</i></p> <p><i>Now you tell the story.</i></p>	<p><i>David is in the street walking the dog. David is wearing jeans and a sweater and carrying a rucksack. The dog is very happy to go for a walk.</i></p> <p><i>David is playing with a ball with the dog in a park.</i></p> <p><i>David is now at the bus stop with lots of other people. He is talking to a girl. The bus is arriving.</i></p> <p><i>The bus is leaving and David is on the bus. He is still talking to the girl. The dog is now alone at the bus stop. David has forgotten him.</i></p>	<p>1. Point at the pictures. 2. Ask questions about the pictures.</p> <p><i>What is David doing? What is David wearing? What is he carrying?</i></p> <p><i>What are David and the dog doing in the park?</i></p> <p><i>Where is David now? What is he doing?</i></p> <p><i>Where is David now? What is he doing? Has David forgotten the dog?</i></p>
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<p>4</p>	<p>Put the Tell the story card away and turn to the student.</p>	<p><i>Now, let's talk about what you do at the weekend.</i></p> <p><i>What do you do on Friday evening?</i></p> <p><i>What time do you go to bed on Friday evening?</i></p> <p><i>What do you do on Saturday morning?</i></p> <p><i>What do you eat for dinner on Sunday?</i></p> <p><i>Tell me about other things you do at the weekend.</i></p>	<p><i>I watch TV.</i></p> <p><i>Half past nine.</i></p> <p><i>I play with my friends.</i></p> <p><i>Pizza.</i></p> <p><i>I sometimes go to the park.</i></p> <p><i>I play basketball with my friends.</i></p> <p><i>I visit my grandparents.</i></p>	<p><i>Do you watch TV?</i></p> <p><i>Do you go to bed at ten?</i></p> <p><i>Do you play with your friends?</i></p> <p><i>Do you eat pizza?</i></p> <p><i>Do you go to the park?</i></p> <p><i>Do you play basketball with your friends?</i></p> <p><i>Do you visit your grandparents?</i></p>
		<p><i>OK, thank you, (name).</i></p> <p><i>Goodbye.</i></p>	<p><i>Goodbye.</i></p>	

Test 2

	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
	Usher brings the student in	Usher to teacher: <i>Hello, this is (child's name).</i> <i>Hello (name), my name's (teacher's name).</i> <i>What's your surname?</i> <i>How old are you?</i>	<i>Hello.</i> (surname) (age)	<i>What's your family name?</i> <i>Are you eleven?</i>
1	Show the student both Find the difference cards (pages 47–48). Point to the windows and check the student understands. Give the student his/her card. Describe the scene without pointing.	<i>Here are two pictures. My picture is nearly the same as yours, but some things are different.</i> <i>For example, in my picture there are two small windows, but in your picture there's one big window. OK?</i> <i>I'm going to say something about my picture. You tell me how your picture is different.</i> <i>In my picture, there is a picture of a house above the television.</i> <i>In my picture, the plant is next to the lamp.</i> <i>In my picture, a woman with brown wavy hair is sitting on the sofa.</i> <i>In my picture, a white dog is standing on the right in the corner of the room.</i> <i>In my picture, the children are sitting on the floor playing with a train.</i>	<i>In my picture, there is a picture of a bridge above the television.</i> <i>In my picture, the plant is next to the television.</i> <i>In my picture, a woman with brown wavy hair is lying on the sofa.</i> <i>In my picture, a white dog is lying next to the sofa.</i> <i>In my picture, the children are sitting on the floor watching the TV.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. <i>What's in the picture above the television?</i> <i>Where is the plant?</i> <i>What is the woman doing?</i> <i>What is the dog doing?</i> <i>Where?</i> <i>What are the children doing?</i>

<p>2</p>	<p>Briefly show the student the Information exchange cards (pages 49–50). Then give the student his/her card.</p> <p>Point to the box on the right of the student's card.</p> <p>Asks the questions.</p> <p>Point to the box on the left of the student's card.</p> <p>Respond using information on the examiner's card.</p>	<p><i>William and David are friends. They have got pictures. I don't know anything about William's picture, but you do. So I'm going to ask you some questions.</i></p> <p><i>What animal is it?</i> <i>How old is it?</i> <i>What colour is it?</i> <i>Where does it live?</i> <i>What does it eat?</i></p> <p><i>Now, you don't know anything about David's picture, so you ask me some questions.</i></p> <p><i>swan</i> <i>23</i> <i>white</i> <i>lake</i> <i>plants in the water</i></p>	<p><i>(It's a) camel</i> <i>(It's) 11 (years old)</i> <i>(It's) brown</i> <i>desert</i> <i>plants in the desert</i></p> <p><i>What animal is it?</i> <i>How old is it?</i> <i>What colour is it?</i> <i>Where does it live?</i> <i>What does it eat?</i></p>	<p>Point at the information if necessary.</p> <p>Point at the information if necessary.</p>
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<p>3</p>	<p>Show the student the Tell the story card (page 51). Allow time for the student to look at it.</p>	<p><i>These pictures tell a story. It's called 'Scared cat!' Just look at the pictures first.</i></p> <p><i>William and Emma are playing with a cat in the living room. Everything is tidy.</i></p> <p><i>Now you tell the story.</i></p>	<p><i>The children are in the kitchen having lunch with their mum.</i></p> <p><i>A cat runs into the kitchen and hides under the table.</i></p> <p><i>The children run to the living room to see what has happened. There is a mess in the room. A vase is broken and the flowers are on the floor.</i></p> <p><i>The children look at the TV and see a big dog.</i></p> <p><i>The dog on the TV scared the cat.</i></p>	<p>1. Point at the pictures. 2. Ask questions about the pictures.</p> <p><i>What are the children doing?</i></p> <p><i>What is the cat doing?</i></p> <p><i>What are the children doing? What has happened?</i></p> <p><i>What was on the TV?</i></p> <p><i>Who scared the cat?</i></p>
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<p>4</p>	<p>Put the Tell the story card away and turn to the student.</p>	<p><i>Now, let's talk about what you do on a school day.</i></p> <p><i>What time do you get up on a school day?</i></p> <p><i>What do you have for breakfast?</i></p> <p><i>How do you go to school?</i></p> <p><i>What do you do when you arrive at school?</i></p> <p><i>Tell me about other things you do on a school day.</i></p>	<p><i>(seven) o'clock</i></p> <p><i>bread and cheese</i></p> <p><i>(by) bus</i></p> <p><i>Play with my friends</i></p> <p><i>I read books.</i></p> <p><i>I sometimes work on the computer.</i></p> <p><i>I have lunch at one o'clock.</i></p>	<p><i>Do you get up early?</i></p> <p><i>Do you eat bread and cheese?</i></p> <p><i>Do you go by bus?</i></p> <p><i>Do you play with your friends?</i></p> <p><i>Do you read books?</i></p> <p><i>Do you work on the computer?</i></p> <p><i>Do you have lunch at one o'clock?</i></p>
		<p><i>OK, thank you, (name).</i></p> <p><i>Goodbye.</i></p>	<p><i>Goodbye.</i></p>	

Test 3

	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
	Usher brings the student in	Usher to teacher: <i>Hello, this is (child's name).</i> <i>Hello (name), my name's (teacher's name).</i> <i>What's your surname?</i> <i>How old are you?</i>	<i>Hello</i> (surname) (age)	<i>What's your family name?</i> <i>Are you eleven?</i>
1	Show the student both Find the difference cards (pages 71–72). Point to the pyramids and check the student understands. Give the student his/her card. Describe things without pointing.	<i>Here are two pictures. My picture is nearly the same as yours, but some things are different.</i> <i>For example, in my picture there are three pyramids, but in your picture there are two pyramids. OK?</i> <i>I'm going to say something about my picture. You tell me how your picture is different.</i> <i>In my picture, the sun is shining, but it is very cloudy.</i> <i>In my picture, a man is pulling / walking with a camel.</i> <i>In my picture, the man is taking a photo of the pyramid.</i> <i>In my picture, there is a man in black clothes sitting under a tree eating an orange.</i> <i>In my picture, there are two crocodiles lying in the sun.</i>	<i>In my picture, the sky is blue and the sun is shining.</i> <i>In my picture, a man is riding on a camel.</i> <i>In my picture, the man is painting a picture of the pyramid.</i> <i>In my picture, there is a man in white clothes sitting under a tree drinking tea.</i> <i>In my picture, there are two crocodiles swimming in the river.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. <i>What is the weather like?</i> <i>What's the man with a camel doing?</i> <i>What is the man doing?</i> <i>What is the man under the tree doing?</i> <i>What are the crocodiles doing?</i>

<p>2</p>	<p>Briefly show the student the Information exchange cards (pages 73–74). Then give the student his/her card.</p> <p>Point to the box on the right of the student's card.</p> <p>Ask the questions.</p> <p>Point to the box on the right of the student's card.</p> <p>Respond using information on the examiner's card.</p>	<p><i>Emma and Katy are friends. They have got a favourite birthday present. I don't know anything about Katy's favourite birthday present, but you do. So I'm going to ask you some questions.</i></p> <p><i>What is Katy's favourite birthday present?</i></p> <p><i>What colour are they?</i></p> <p><i>What are they made of?</i></p> <p><i>Who gave them to her?</i></p> <p><i>Why does she like them?</i></p> <p><i>Now, you don't know anything about Emma's present, so you ask me some questions.</i></p> <p><i>It's an umbrella.</i></p> <p><i>It's gold.</i></p> <p><i>It's made of plastic.</i></p> <p><i>Her best friend, Vicky.</i></p> <p><i>It looks very expensive.</i></p>	<p><i>gloves</i></p> <p><i>(They're) purple</i></p> <p><i>(They're made of) wool</i></p> <p><i>(her) aunt</i></p> <p><i>(They're) very warm</i></p> <p><i>What is Emma's favourite birthday present?</i></p> <p><i>What colour is it?</i></p> <p><i>What is it made of?</i></p> <p><i>Who gave it to her?</i></p> <p><i>Why does she like it?</i></p>	<p>Point at the information if necessary.</p>
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<p>3</p>	<p>Show the student the Tell the story card (page 75). Allow time for the student to look at it.</p>	<p><i>These pictures tell a story. It's called 'Our plane'. Just look at the pictures first.</i></p> <p><i>Richard and Helen are looking at a book about planes.</i></p> <p><i>Now you tell the story.</i></p>	<p><i>Richard and Helen are running downstairs.</i></p> <p><i>The children go to the garage to find things to make a plane.</i></p> <p><i>They use different things in the garage – a motor bike, pieces of plastic and wood and paper and glue.</i></p> <p><i>The children are sitting on the ground making the wings out of plastic, wood and paper.</i></p> <p><i>Richard and Helen are sitting on the bike. It has wings and is going very fast down the hill. The bike has started to fly.</i></p>	<ol style="list-style-type: none"> 1. Point at the pictures. 2. Ask questions about the pictures. <p><i>What are the children doing?</i></p> <p><i>Where are the children? What are they going to do?</i></p> <p><i>What do they find in the garage?</i></p> <p><i>What are Richard and Helen doing? What do they use to make the wings?</i></p> <p><i>What are the children doing now?</i></p>
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<p>4</p>	<p>Put the Tell the story card away and turn to the student.</p>	<p><i>Now, let's talk about your holidays.</i></p> <p><i>Where do you usually go on holiday?</i></p> <p><i>When do you go?</i></p> <p><i>Who do you go with?</i></p> <p><i>What do you do?</i></p> <p><i>Tell me some other things you do on holiday.</i></p>	<p><i>(to) the beach</i></p> <p><i>(in the) summer</i></p> <p><i>(with) my parents</i></p> <p><i>(I) swim in the sea</i></p> <p><i>(I) build sand castles</i></p> <p><i>(I) play football on the beach</i></p> <p><i>(I) meet new friends</i></p>	<p><i>Do you go to the beach?</i></p> <p><i>Do you go in the summer?</i></p> <p><i>Do you go with your parents?</i></p> <p><i>Do you swim in the sea?</i></p> <p><i>Do you build sandcastles?</i></p> <p><i>Do you play football on the beach?</i></p> <p><i>Do you meet new friends?</i></p>
		<p><i>OK, thank you, (name).</i></p> <p><i>Goodbye.</i></p>	<p><i>Goodbye.</i></p>	

<p>2</p>	<p>Briefly show the student the Information exchange cards (pages 97–98). Then give the student his/her card</p> <p>Point to the box on the right of the student's card.</p> <p>Ask the questions.</p> <p>Point to the box on the left of the student's card.</p> <p>Respond using information on the examiner's card.</p>	<p><i>Michael and Richard are friends. They both have a favourite holiday. I don't know anything about Richard's favourite holiday, but you do. So I'm going to ask you some questions.</i></p> <p><i>Where does Richard go?</i></p> <p><i>When does he go?</i></p> <p><i>Who does he go with?</i></p> <p><i>What does he visit?</i></p> <p><i>Why does he like it?</i></p> <p><i>Now, you don't know anything about Michael's favourite holiday, so you ask me some questions.</i></p> <p><i>He goes to the mountains.</i></p> <p><i>In the winter.</i></p> <p><i>With his parents.</i></p> <p><i>He goes skiing.</i></p> <p><i>It's exciting.</i></p>	<p><i>(to the) countryside</i></p> <p><i>(in) summer</i></p> <p><i>(with his) school friends</i></p> <p><i>(he visits a) castle</i></p> <p><i>(It's) interesting</i></p> <p><i>Where does Michael go?</i></p> <p><i>When does he go?</i></p> <p><i>Who does he go with?</i></p> <p><i>What does he do?</i></p> <p><i>Why does he like it?</i></p>	<p>Point at the information if necessary.</p> <p>Point at the information if necessary.</p>
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<p>3</p>	<p>Show the student the Tell the story card (page 99). Allow time for the student to look at it.</p>	<p><i>These pictures tell a story. It's called 'Naughty cats. Stop!' Just look at the pictures first.</i></p> <p><i>Two cats are looking at the fish at the market.</i></p> <p><i>Now you tell the story.</i></p>	<p><i>The cats are running off with a big fish.</i></p> <p><i>The cats have eaten the fish and now they are sleeping.</i></p> <p><i>A man comes with a big bag and puts them in it.</i></p> <p><i>The cats are in cages and they only have bread to eat and water to drink.</i></p>	<p>1. Point at the pictures. 2. Ask questions about the pictures.</p> <p><i>What are the cats doing? What are they carrying?</i></p> <p><i>What have they done with the fish? What are they doing?</i></p> <p><i>What is the man doing?</i></p> <p><i>Where are the cats? What are they eating?</i></p>
<p>4</p>	<p>Put the Tell the story card away and turn to the student.</p>	<p><i>Now, let's talk about your interests.</i></p> <p><i>What's your favourite sport?</i></p> <p><i>How often do you play?</i></p> <p><i>Where do you play?</i></p> <p><i>Who do you play with?</i></p> <p><i>Now tell me about your other interests.</i></p>	<p><i>football</i></p> <p><i>once a week</i></p> <p><i>in the park</i></p> <p><i>friends</i></p> <p><i>I play games on the computer.</i></p> <p><i>I read books and magazines.</i></p> <p><i>I play the guitar.</i></p>	<p><i>Do you play football?</i></p> <p><i>Do you play once a week?</i></p> <p><i>Do you play in the park?</i></p> <p><i>Do you play with your friends?</i></p> <p><i>Do you play games on the computer?</i></p> <p><i>Do you read books and magazines?</i></p> <p><i>Do you play the guitar?</i></p>
		<p><i>OK, thank you, (name).</i></p> <p><i>Goodbye.</i></p>	<p><i>Goodbye.</i></p>	

Part 3

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

Part 4

- 1 races
- 2 fast
- 3 mouth
- 4 no one
- 5 next
- 6 An excellent winter holiday

Part 5

- 1 near
- 2 her new bedroom
- 3 the first two weeks
- 4 Tuesday evening
- 5 quickly
- 6 nearly ten days
- 7 bowl

Part 6

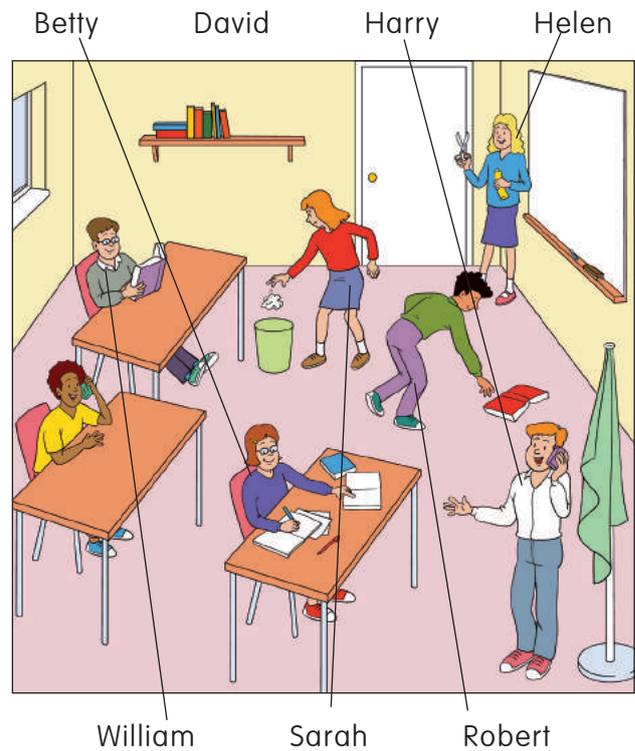
- 1 In
- 2 rains
- 3 that
- 4 some
- 5 of
- 6 many
- 7 their
- 8 sleep
- 9 called
- 10 from

Part 7

- 1 said
- 2 was
- 3 cook
- 4 sleep
- 5 on

Test 2 Listening

Part 1



Part 2

- 1 at half past three
- 2 small bus
- 3 a big T-shirt
- 4 a hat
- 5 a towel

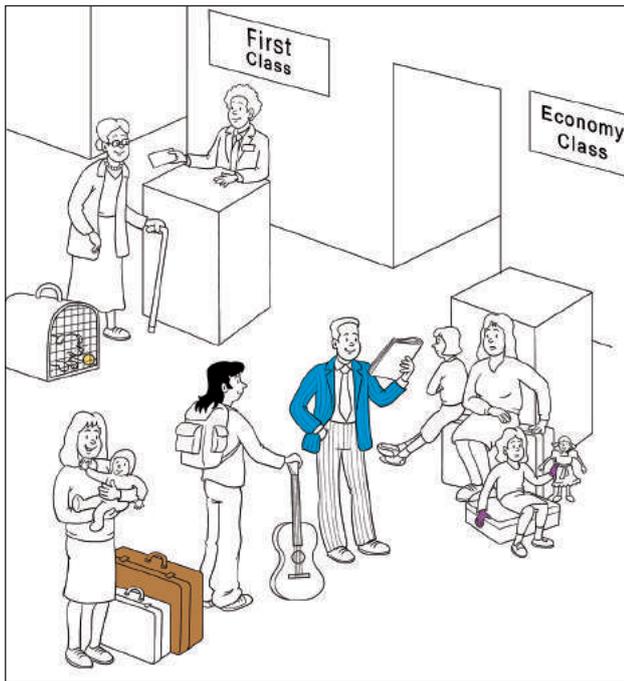
Part 3

- mum D
cousin E
aunt H
brother F
dad C

Part 4

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

Part 5



Test 2 Reading and Writing

Part 1

- 1 a queen
- 2 a cook
- 3 fog
- 4 a sledge
- 5 a rucksack
- 6 a stamp
- 7 an ambulance
- 8 fur
- 9 wings
- 10 gloves

Part 2

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

Part 3

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

Part 4

- 1 because
- 2 clouds
- 3 looking
- 4 near
- 5 first
- 6 William is surprised how big the dinosaur is

Part 5

- 1 pictures
- 2 excited
- 3 about an hour
- 4 questions
- 5 naughty
- 6 (always) friendly
- 7 plays sport/ is playing sport

Part 6

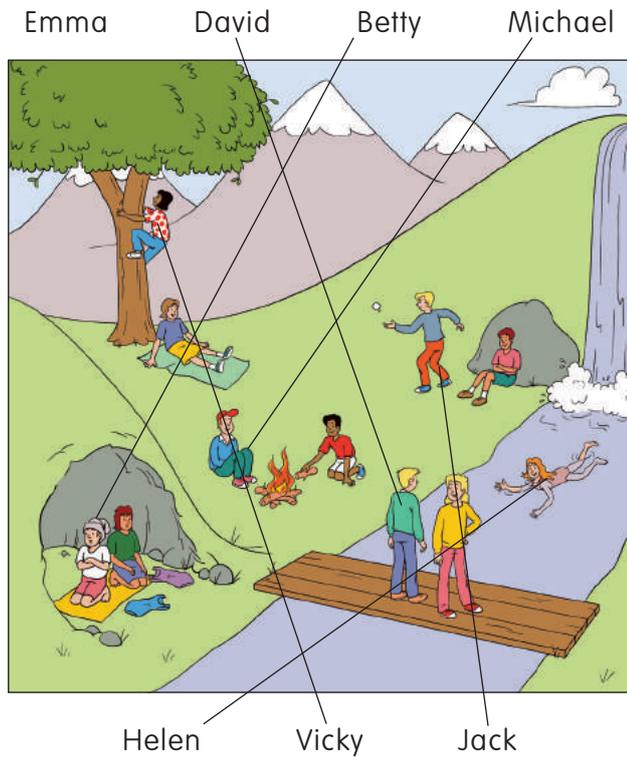
- 1 who
- 2 knew
- 3 with
- 4 were
- 5 also
- 6 very
- 7 some
- 8 to
- 9 long
- 10 have

Part 7

- 1 because
- 2 weather
- 3 dry
- 4 today / now
- 5 interesting / fun

Test 3 Listening

Part 1



Part 2

- 1 (the) twentieth / 20th
- 2 Cornfield
- 3 volleyball
- 4 football
- 5 (the) 5th / fifth of

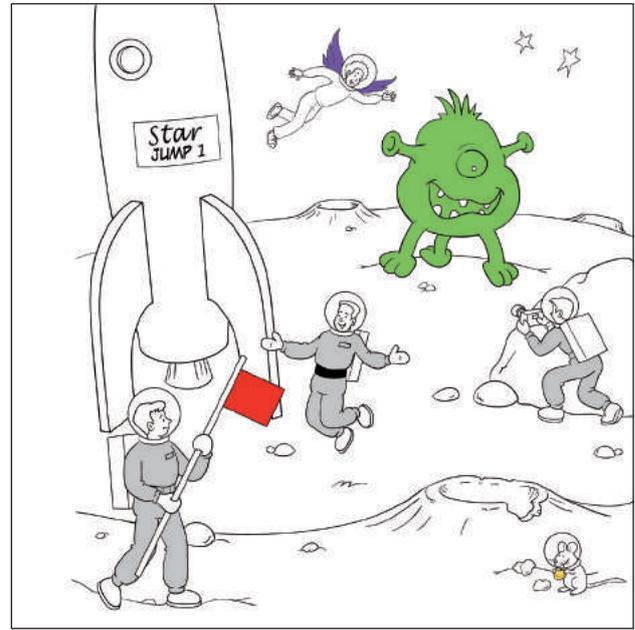
Part 3

glasses B
gloves D
house key G
phone A
money C

Part 4

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

Part 5



Test 3 Reading and Writing

Part 1

- 1 an octopus
- 2 a ring
- 3 chopsticks
- 4 a swing
- 5 a key
- 6 soap
- 7 a bus stop
- 8 a supermarket
- 9 a snowman
- 10 a suitcase

Part 2

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

Part 3

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

Part 4

- 1 sitting
- 2 made
- 3 waterfall
- 4 watching
- 5 smell
- 6 A fun day at the zoo

Part 5

- 1 people
- 2 three or four hours
- 3 down
- 4 up
- 5 walking in the desert
- 6 dirty
- 7 look after

Part 6

- 1 on
- 2 had
- 3 was
- 4 phoning
- 5 that
- 6 can
- 7 talking
- 8 loudly
- 9 Everybody
- 10 saying

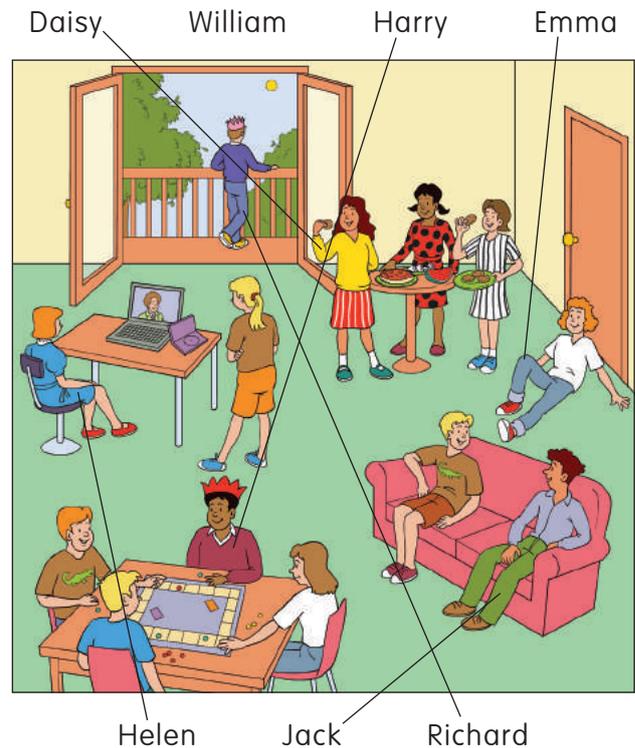
Part 7

- 1 met
- 2 with
- 3 working
- 4 shining
- 5 play

35

Test 4 Listening

Part 1



Part 2

- 1 five / 5
- 2 seven / 7
- 3 Trees / trees
- 4 Animals / animals
- 5 People / people

Part 3

- Michael D
Emma H
Harry E
Helen F
Katy A

Part 4

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

Part 5



Test 4 Reading and Writing

Part 1

- 1 an astronaut
- 2 an office
- 3 a tent
- 4 a dinosaur
- 5 a dictionary
- 6 flour
- 7 an envelope
- 8 an artist
- 9 February
- 10 chocolate

Part 2

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

Part 3

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

Part 4

- 1 home
- 2 stop
- 3 many
- 4 game
- 5 time
- 6 A good day with a friend

Part 5

- 1 tennis
- 2 animals
- 3 dinosaurs
- 4 environment
- 5 a famous circus
- 6 into a box
- 7 dirty water

Part 6

- 1 was
- 2 no
- 3 over
- 4 first
- 5 played
- 6 sometimes
- 7 hear
- 8 in
- 9 show
- 10 at

Part 7

- 1 after
- 2 eat
- 3 angry
- 4 monster
- 5 good / nice

Audioscript

R: Rubric

B: Boy

G: Girl

M: Man

W: Woman

Test 1

R: Hello. This is the Young Learners English Flyers Listening Test. Look at Part One. Now look at the picture. Listen and look. There is one example.

B: Look at this photograph. I took it on holiday in the summer. We camped in that field.

W: It's a very good photograph, but who are all the people?

B: I think you know some of the people. You know Betty, for example. There she is, next to the green tent.

W: Is she the girl in the blue-and-white striped shorts?

B: Yes, that's her.

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

W: And who is that boy next to Betty?

B: The one who's throwing the ball to her?

W: Yes, that one. The boy wearing jeans and the spotted T-shirt.

B: Oh that's Richard. He's one of my best friends.

R: Two

W: Who's that boy near the yellow tent?

B: The one who's just opened his rucksack?

W: No, the other boy who's wearing the black trousers and a blue-and-white striped shirt.

B: That's Harry. He's always a lot of fun to be with.

R: Three

W: I think that those two girls had a good time, didn't they?

B: Yes, they often played on that hill near the wood.

W: I think I know that girl who is skipping. The one with the black shorts and the green sweater. Is it Emma?

B: No, that's not Emma. That's Katy. Katy loves skipping.

R: Four

W: The sky looks dark. Was the weather bad?

B: Yes, we had a storm the night before. It rained a lot. My friend Michael slept in a cave. His tent was too wet.

W: Is that Michael inside the cave now? The boy in the brown shorts?

B: No, that's David.

R: Five

W: That girl is crying. Was she unhappy?

B: Which girl is that?

W: The little girl sitting under the tree in the middle of the photograph. The girl with the T-shirt with the pyramid on it.

B: Oh, that's Helen. She was crying because she had very bad earache. It hurt her a lot.

R: Now listen to Part One again. That is the end of Part One.

R: Part Two. Listen and look. There is one example.

W: Hello. I'm writing about school subjects. I'm writing about children's favourite subjects and the subjects they don't like. Would you like to answer some questions for me?

B: Yes. I'm happy to answer some questions.

W: Thanks. OK, can you give me your name please?

B: Yes, it's Jack – Jack Sibley. That's S-I-B-L-E-Y.

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

W: Thank you, Jack. Well, do you like school?

B: Yes, I like school very much. I like my teachers and all the children in my class.

W: That's interesting. Let me write that down. Now, perhaps you can tell me what your favourite subjects are?

B: My favourite subjects? Well, I think I prefer science. Yes, science. I find it very interesting. The science teacher makes

the subject very exciting and she explains everything very well.

W: OK, fine. And what are your other favourite subjects?

B: Well, I also like maths. I work hard in maths because I find it so interesting. I always do very well in the maths tests. My friends say I am clever, but I don't think so. I just work very hard.

W: Thank you very much for that. Is there another subject that you like very much?

B: Well, I also like geography. I like learning about people and the places where they live. I also like maps very much.

W: Are there any subjects that you don't like, Jack?

B: Well, let me think. I don't like English very much. The teacher is very boring. He doesn't make the language interesting. We read and write a lot, but we don't often speak or listen to English. It's not very interesting. Most of the children are bored in English.

W: Oh. Are there any other subjects you don't like?

B: No, I like all the other subjects.

W: Well, thank you, Jack for that. That's all.

R: Now listen to Part Two again.

That is the end of Part Two.

Part Three. Listen and look. There is one example.

B: Hello Betty, did you have a good weekend?

G: Hi Harry. Yes I had a lovely weekend. My birthday was on Saturday. I had a big party in the garden at home. Lots of my friends came.

B: Great! Happy birthday a few days late! Did you get many nice presents?

G: Thanks. Yes, I was very lucky! I'm going on holiday with my best friend's family in the summer, so my mum and dad bought me a tent. It's for two people and it's not too heavy to carry. My friend and I will sleep in it.

B: Do you like sleeping in a tent? Aren't you afraid of insects – spiders and ... ?

G: No, of course not! They're not dangerous!

B: OK, so what else did you get?

G: Well, I got a torch from my sister Emma. We can use it in the tent at night. We can read and play cards when it's dark.

B: That's good.

G: Yes, and I got a new phone from my grandma. It's pink and very small and it also has a camera so I can take lots of photos on holiday! I love taking photos!

B: Did you get a present from your brother?

G: Yes, David bought me a diary so I can write about what I do and see on holiday. I enjoy writing very much.

B: And your best friend Helen, what did she give you?

G: Oh, Helen gave me a lovely book about the environment. She knows that I love reading about animals and looking at photos of the countryside with mountains, forests and lakes.

B: Very nice.

G: And I mustn't forget. I also got a very nice present from my Uncle Richard. He gave me a big box of chocolate biscuits. I've eaten them already so don't ask me to give you one!

R: Now listen to Part Three again.

That is the end of Part Three.

Part Four. Listen and look. There is one example.

What is Michael's new friend like?

M: Hello, Michael. How was your holiday? Did you have a good time?

B: Yes, thank you. We went to the countryside for a few days. It was excellent! I met a new friend there. He is very interesting and good fun.

M: What does he look like?

B: He's tall with short, blond, curly hair.

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

One. Where does David live?

M: What's your new friend's name?

B: David.

M: Does he live in the countryside?

B: Yes, he lives with his parents on a small farm with lots of animals.

R: Two. Which is David's pet?

M: Does he like animals?

B: Yes, he loves the farm animals – the goats, horses and sheep – but he also has his own pet rabbit called Snowball, because he is white and round.

R: Three. What does David's mum do?

M: Do David's parents both work on the farm?

B: His father looks after the animals and his mother also helps at the weekend, but during the week she has a job in town. She works in an office. She's a businesswoman.

R: Four. What food is Michael going to have at his birthday party?

M: Your birthday is next week, isn't it?

B: Yes, on Saturday the 15th.

M: Are you going to have a big party?

B: No, not a big party, but about ten of my friends are coming to my house for the evening. We're going to cook all the food for the party. We all enjoy cooking. We do it at school. It's fun.

M: Interesting! Are you going to make pizza and cakes?

B: No, we want to make fruit ice cream and chocolate biscuits.

R: Five. What time does Michael's party start?

M: So you are having the party in the evening? At about six o'clock?

B: No, that's much too early. Most of my friends play sport on Saturday until about seven. So I think the party is going to start at about eight o'clock.

R: Now listen to Part Four again.

That is the end of Part Four.

Part Five. Listen and look. There is one example.

M: Would you like to colour this picture of a school playground?

G: Yes, please. It looks interesting.

M: Can you see the girl skipping on the right?

G: The girl with the sweater?

M: Yes. Can you colour the sweater red?

R: Can you see the red sweater? This is the example. Now you listen and colour and write and draw.

One.

M: Now can you see the two boys playing basketball?

G: Yes. They are having fun, aren't they?

M: Well, can you draw a hat on the head of the boy on the left? The one throwing the ball.

G: Yes, sure.

M: And now can you colour the hat green?

R: Two

M: There are some boys on the right who are running. Can you see them?

G: Yes, there are three boys running.

M: Can you see the boy who is winning the race?

G: The one with long trousers?

M: Yes. Can you colour his trousers grey?

R: Three

G: Look, there are two girls drawing a picture of a castle on the ground.

M: And the name of the drawing is 'The Queen's Castle'. Write the missing word, please.

R: Four

M: Can you see the girl sitting down under the tree?

G: The one reading a book?

M: Yes. Can you colour her skirt blue, please?

R: Five

M: Look at those children climbing the wall.

G: It looks very dangerous, doesn't it?

M: No, I think it's OK. I don't think it's dangerous. Well, can you see the girl sitting at the top of the wall?

G: Yes, she looks very happy.

M: Well, can you colour her T-shirt pink?

R: Now listen to Part Five again. That is the end of Test One.

Test 2

R: Hello. This is the Young Learners English Flyers Listening Test.

Look at Part One. Now look at the picture. Listen and look. There is one example.

W: So this is your new classroom! It's very nice but I don't know anybody here.

B: A lot of people are new this year, Mum. That's William over there in the corner. He's reading a book.

W: Is he the boy with glasses wearing a grey sweater?

B: Yes, that's him.

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

One

W: Who's that girl over there?

B: Where?

W: She's throwing some paper into the bin.

B: Oh, that's Sarah. She's a very tidy person.

R: Two

W: Who's that boy? The one who's picking up the dictionary.

B: The boy with the green shirt?

W: Yes, the boy with black curly hair.

B: Oh, that's Robert. He works very hard at school.

R: Three

W: Is that Helen next to the shelf?

B: The girl holding the scissors and the glue?

W: Yes, the tall girl with blond hair.

B: Yes, that's her. She came to my birthday party last year.

W: Yes, that's right. I like her very much.

R: Four

W: Who's that talking on the phone?

B: The boy sitting at the back of the classroom?

W: No, the one standing near the flag.

B: Oh, that's Harry. He's very friendly. He's always speaking on the phone before lessons start.

R: Five

W: Can you see the girl who's doing her homework?

B: The girl with short brown hair and glasses?

W: Yes, that's right.

B: Oh, that's Betty. She always does her homework late.

R: Now listen to Part One again.

That is the end of Part One.

Part Two. Listen and look. There is one example.

W: Hello, everybody. Listen carefully, please. I want to tell you something very important about a new school club. We are going to start a 'Pizza Club' after school. The club is going to meet in the Italian restaurant in town called Neopolitana. Write that in your books, please. That's N-E-O-P-O-L-I-T-A-N-A. You all know that restaurant, don't you?

B: Yes, Miss.

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

W: Now, we are going to meet for the Pizza Club every Wednesday at half past three.

B: That's very early. We don't finish school until three. How can we get to the restaurant from school in half an hour?

W: It's not a problem. The restaurant is going to send us a small bus to take everybody to the club.

B: That's very good. What do we have to take with us, Miss?

W: Well, you'll go in your school uniform, but you'll need to take some other clothes to cook in. You'll need, for example, to take a big T-shirt to wear over your school uniform. It's important to wear clean clothes when you cook.

B: Is it OK if I wear one of my dad's T-shirts, Miss?

W: That's a very good idea. Now, you'll also need to take a hat with you. It's important to wear a hat when you are cooking.

B: OK. What about flour, butter and milk, to make the pizza?

W: No, we don't need to take any of those things. We can use the flour, butter and

milk from the restaurant. One last thing – can you also bring a towel with you. It's important to wash your hands before and after cooking.

B: Right, is that everything, then?

W: Yes. See you all on Wednesday!

B: Thanks, Miss. Bye!

R: Now listen to Part Two again.

That is the end of Part Two.

Part Three. Listen and look. There is one example.

B: Look at these paintings. Everybody in my family loves painting. They all go to the same painting club.

W: The paintings are very good. And look at that one – it's great!

B: Yes, the painting with the dinosaur in the forest is excellent, isn't it! My uncle painted it. He is very good at painting the environment, you know: forests, fields, rivers, lakes and mountains. He also enjoys painting different animals.

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

B: My aunt paints very different things. She hates painting animals and the environment. She loves painting insects. She paints big pictures of very small insects. She explained to me that she loves painting butterflies, for example. She says their wings are beautiful and she loves the different colours.

W: Yes, the wings on that butterfly are very beautiful with the red, yellow and blue spots.

B: Yes, I like it as well because of all of the interesting colours.

B: I think the best painter in my family is my dad. He is really good! He's excellent at painting pictures of very hot countries. He enjoys painting things like camels in the desert.

W: Wow! Is that his painting there with the camels and the pyramids?

B: Yes, that's right. I think you can feel the hot sun from the picture.

W: I like that painting very much too.

B: Which one?

W: That one there with the swans on the lake in the mountains. It looks very beautiful with the sun and the clouds in the sky.

B: My mum painted that. She loves painting animals and the countryside.

W: And what about this one?

B: My cousin painted that last year when she went to the zoo. She loves painting zoo animals.

W: I think the bears look very unhappy and their fur is very dirty. I don't think they like living in that small cage.

B: Yes, I think you're right. They look very sad. I don't think they have enough space to run and play in.

W: Is this the last painting?

B: Yes, my brother painted it. He likes painting the sea and different fish.

W: It's an interesting painting, but I don't like it very much. I think the octopus doesn't look very friendly. I hate the dark blue colour and I think the eyes are too big.

R: Now listen to Part Three again. That is the end of Part Three.

R: Part Four. Listen and look. There is one example.

Where did Betty go on Saturday?

M: Hello, Betty. Did you enjoy the weekend?

G: Yes, thank you. We went to London on Saturday.

M: Did you visit London Zoo or go to a theatre?

G: No, we went to the Science Museum.

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

One. Who did Betty go with?

M: Did you go with your parents?

G: Yes, I went with my mum and dad and my big sister.

M: Did your young brother stay at home?

G: Yes, my grandma looked after him.

R: Two. Where did Betty have lunch?

G: We stayed in the museum until about one o'clock and then we looked for a restaurant for lunch. The problem was that everything was so expensive and a lot of the cheap restaurants were full.

M: So what did you do then?

G: We bought some food and drink in a supermarket and sat on the grass in a park and ate it there.

R: Three. What did Betty eat for lunch?

M: Did you eat cold food? Sandwiches, cake, biscuits, fruit ...

G: No we bought hot food. We had tomato soup and pasta with vegetables.

R: Four. What did Betty buy?

M: That's a nice sweater. Did you buy it in London?

G: No, I bought these gloves. I saw a nice belt, but it was too expensive.

R: Five. How did Betty get home?

M: Did you go home by train?

G: We had tickets for the train, but when we got to the station, there was a problem because of the bad weather. It started to snow heavily and all the trains stopped. There were also no buses, so my dad decided to pay for a taxi.

R: Now listen to Part Four again. That is the end of Part Four.

R: Part Five. Listen and colour and write and draw. There is one example.

M: Would you like to colour this picture of an airport?

G: Yes, please. It looks very busy.

M: Can you see the woman holding the baby?

G: The woman with the two suitcases?

M: Yes. Can you colour the big suitcase brown?

R: Can you see the brown suitcase? This is the example. Now you listen and colour and write and draw.

One

M: Can you see the young man holding the guitar?

G: The one with long hair and a rucksack? Yes, I can see him.

M: Well, can you colour his hair black?

R: Two

G: Look at that businessman reading the magazine. He looks very important, with his striped jacket and trousers, doesn't he?

M: Yes, he does. He's reading a business magazine.

G: Can I colour his jacket?

M: Yes. You can colour it blue.

R: Three

G: Those children look bored, don't they?

M: Yes. Can you see the little girl holding the doll?

G: Yes. The doll looks very beautiful and has very nice clothes. Can I draw some gloves for the girl?

M: Yes, fine. And can you colour them purple?

R: Four

G: Look at that old lady with the long skirt and glasses.

M: Yes, she's taking her dog on holiday! Look, it's in a cage.

G: Oh, it looks bored. I don't think it likes being in that cage.

M: I think it's OK. Can you colour the dog's ball yellow?

R: Five

M: Look at the wall behind the man in the uniform who works in the airport. Can you see a word?

G: Yes. But ... mmm, I think there is a word missing.

M: Good girl! There is a word missing. It's 'First Class'. Write the missing word, please.

R: Now listen to Part Five again. That is the end of Test 2.

Test 3

R: Hello. This is the Young Learners English Flyers Listening Test. Look at Part One. Now look at the picture. Listen and look. There is one example.

M: That's a very interesting photo. There were a lot of people with you on your holiday in the mountains.

G: Yes. Everybody from my class went.

M: Who are they all?

G: Well, the girl climbing the tree is Vicky.

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

One

M: Which is your friend Helen? Was she on holiday with you?

G: She's over there on the right.

M: What's she doing?

G: She's swimming in the river.

R: Two

M: Who's the boy near the big rock next to the waterfall?

G: Which one?

M: The one who's just thrown the ball to his friend.

G: Oh, that's Jack. He's very good at all sports.

R: Three

G: Look at Betty! She's the girl who's sitting in the cave.

M: The girl with the towel on her head?

G: Yes, her hair was wet after a swim in the river.

M: She looks cold.

R: Four

M: Is David in the photo?

G: Yes, he's over there standing on the bridge.

M: The boy with long blond hair?

G: No, he's got short blond hair.

R: Five

M: Is that Michael over there? The boy sitting near the fire?

G: Which boy?

M: The boy with the blue sweater.

G: Yes, that's him.

R: Now listen to Part One again.

That is the end of Part One.

Part Two. Listen and look. There is one example.

G: I'd like to come to the sports club, please.

M: OK. Let me ask you some questions first. So, what's your name?

G: Betty Crawford.

M: How do you spell that, please?

G: Betty Crawford. That's C-R-A-W-F-O-R-D.

M: Thanks.

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

M: OK, now Betty, how old are you?

G: I'm 13. My birthday is in July. It's the twentieth of July.

M: Thanks for that, Betty. So where do you live?

G: 14 Cornfield Street.

M: Is that C-O-R-N-F-I-L-L-E-D?

G: No, C-O-R-N-F-I-E-L-D.

M: Thanks very much. OK, so the next question is what are your favourite sports?

G: I like volleyball very much and I also like football. I like lots of team games but volleyball and football are my favourites.

M: That's good, because we have two volleyball teams and three football teams at the sports club. When would you like to start?

G: I am on holiday for the next two weeks, but can I start after that?

M: That's September 5th. Don't forget.

G: No, I won't. Thanks.

M: Right. See you in September! I'm sure you'll enjoy the club. Everybody is very friendly.

R: Now listen to Part Two again.

That is the end of Part Two.

Part Three. Listen and look. There is one example.

W: What's the matter, Jack? Is anything wrong?

M: Well, it's just started raining and I've forgotten to bring the umbrella. I think I left it near the door in the hall. I put it there just before we left the house.

W: Yes, I think you're right. I saw it there when you closed the door.

R: Can you see the letter F? This is an example. Now you listen and write a letter in each box.

M: My hands are very cold and I can't find my gloves anywhere. They're not in the bag or in any of my pockets. Do you know where they are?

W: Look, I've got my gloves here in my handbag, but I think you left yours on the sofa in the living room. Yes, I'm sure you did.

M: Yes you're right. I remember now. I put them on the sofa when I went to get my coat from the cupboard.

W: You're not wearing your glasses, Jack. Are they in your pocket?

M: Oh no! I've left my glasses at home too! That's terrible! I can't read without my glasses!

W: I think you left them on the shelf in the bathroom, under the mirror.

M: Yes, I think you're right.

W: Jack, I can't find my house key. Have you got yours?

M: One minute. Let me look. No, it's not here in my coat pocket. Maybe it's in my bag? No, it's not there. Well, I think I've forgotten my house key too. I think I left it near the fan on the table in the kitchen.

W: Yes, I saw it there between the fan and the plates.

W: Jack, I'd like to speak to the children to see if they are OK. Can you give me your phone, please?

M: Yes, sure. No problem. Now where is it?

Let me think. Oh no, I've left my phone at home too. I think I put it on the chair next to our bed. Let's phone the children from that café over there.

W: OK.

W: I love that red scarf next to the blue sweater. Will you buy it for me for my birthday?

M: Yes, I like it too. I think I'd like to buy you the red skirt too. Do you like it?

W: I love it!

M: Oh no! I've left my money at home! I left it on the shelf next to the clock in the dining room!

W: You are terrible Jack!

R: Now listen to Part Three again.

That is the end of Part Three.

Part Four. Listen and look. There is one example.

How did Harry go on holiday?

W: Hello, Harry. Did you have a good holiday?

B: Oh, yes. It was excellent! The weather was good all the time. It never rained and it was sunny every day.

W: Did you go by train or by car?

B: We flew from London airport. It was very quick and not very expensive.

R: Can you see the tick in the box? This is an example. Now you listen and tick the box.

One. Where did Harry go on holiday?

W: Did you have a holiday at the beach or in the country?

B: I wanted to have a beach holiday but my parents decided that a holiday in the mountains would be better and not so expensive.

W: So you went to the mountains?

B: Yes.

R: Two. What was the hotel like?

W: Did you stay in a big modern hotel?

B: No, it was small and very old.

W: Was it in a mountain village?

B: Yes, it was next to a church and a small castle.

R: Three. What did Harry do on holiday?

W: Did you ski every day?

B: No, I can't ski and I didn't want to have lessons on holiday. My parents can ski very well though. They went skiing every day.

W: What did you do, then?

B: I played in the snow with friends. We threw snowballs and made snowmen.

R: Four. What was Harry's favourite food in the hotel?

W: Did you eat in the hotel or in the restaurants in the village?

B: We always ate in the hotel restaurant. The food was excellent.

W: So what was your favourite food? Burgers and chips? Chicken? Sausage?

B: I liked those things, but my favourite was the vegetable pizza.

R: Five. What time did Harry arrive home?

W: Did you leave on Saturday morning?

B: No there was a problem with the plane. We didn't leave until four o'clock, no five o'clock in the afternoon.

W: Oh dear!

B: We didn't arrive home until late. I think it was after ten o'clock.

R: Now listen to Part Four again.

That is the end of Part Four.

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

M: Would you like to colour this picture of a rocket with astronauts?

G: Yes, please. It looks very interesting.

M: Can you see the astronaut next to the rocket holding a flag?

G: Yes, he's walking very slowly.

M: Can you colour the flag red?

R: Can you see the red flag? This is the example. Now you listen and colour and write and draw.

One

M: Look at that big monster with one eye and three legs.

G: He looks very friendly, I think. He's smiling. He's got nice teeth.

M: Can you colour the monster green?

R: Two

G: There's a mouse sitting on the moon. I think the mouse is eating some cheese!

M: Yes, you're right. This is a funny picture, isn't it? It looks like the picture of a dream. Can you colour the cheese yellow?

R: Three

G: I can see a boy flying in the sky. He's flying like a bird, but he doesn't have wings.

M: Yes, this picture is like a dream. Can you draw some wings for the boy and colour them purple?

R: Four

G: There is a name on the rocket, but I think one word is missing.

M: Yes, you're right! The name of the rocket is 'Star Jump One'. Can you write the missing word, please?

R: Five

G: Another astronaut is taking a photograph of the monster.

M: Yes, but I think he is afraid of the monster. He doesn't want to get close to him. Can you colour the astronaut's clothes, please?

G: In silver?

M: Yes, silver's fine.

R: Six

M: Can you see the astronaut who is jumping?

G: Yes, he's jumping up and down. Why is he doing that?

M: I think he wants to fly. Can you colour his belt black?

R: Now listen to Part Five again. That is the end of Test 3.

Test 4

R: Hello. This is the Young Learners English Flyers Listening Test.

Look at Part One. Now look at the picture. Listen and look. There is one example.

- B: This is a photo I took at my birthday party last Saturday.
- W: There were a lot of people there! Who were they all?
- B: Well, the boy standing on the balcony looking at the garden is Richard.
- W: The boy with the pink party hat on his head?
- B: Yes, that's him.

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

One

- W: Was your best friend Jack at the party?
- B: Yes, there he is on the sofa talking to William. Can you see him?
- W: Is he the boy with the T-shirt with the crocodile?
- B: No, he's wearing the green trousers and blue shirt.

R: Two

- B: That's Daisy over there. Do you know her?
- W: Yes, I think so. Is she the girl in the red dress with black spots?
- B: No, she's wearing a red skirt with white stripes.
- W: Yes, I can see her now. She's eating biscuits.

R: Three

- B: Look at Helen. She's the girl who's looking at the DVD on the computer.
- W: Is she the girl with orange shorts and the brown T-shirt?
- B: No, she's wearing her favourite blue party dress.
- W: Oh yes, I can see her now.

R: Four

- B: And that's Harry sitting at the table. He's playing a board game with some friends.

W: Is he the one on the right?

B: Yes, he's wearing a red party hat.

W: I can see him now.

R: Five

- B: It was a very hot day so we kept the big window on the balcony open.
- W: Yes, I can see that it was quite sunny outside.
- B: I believe you know my friend Emma. The girl in the jeans and white T-shirt who is sitting on the floor near the door.
- W: Yes, I know her very well.

R: Now listen to Part One again.

That is the end of Part One.

Part Two. Listen and look. There is one example.

- W: Hello, everybody. Listen carefully because I'm going to tell you about the Young Photographer's Club. It is every Wednesday at the Plaza Hotel in town. Write the name of the hotel in your books, please. That's P-L-A-Z-A. You know where the hotel is, don't you?
- B: Yes, Miss. It's in Station Street.

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

- W: Next, the time. The club begins at five o'clock and ends at seven o'clock. So it is for two hours.
- B: Two hours! That's a long time.
- W: No, it isn't. You need two hours to do something interesting.
- B: Do we need to take a camera with us?
- W: If you have a good camera, you can take it. If you don't have a camera, it's not a problem because there are lots of cameras at the club.
- B: What things can we take photos of?
- W: Well, there are lots of different things to photograph. For example, you can take photos of the trees in town. You can take a photo of a tree in summer and then a photo of the same tree in winter. It will be interesting to see the differences.
- B: Can we take photos of animals?

- W: No problem. You can take your pets to the photo club or you can take photos of animals in the park.
- B: Can we take photos of people?
- W: You can take photos of different people – young and old people. You can take photos of people’s faces, for example. You can also take photos of happy and sad people, or rich and poor people.

**R: Now listen to Part Two again.
That is the end of Part Two.
Part Three. Listen and look. There is one example.**

- B: My friend Robert had a very good holiday this year. He went with his family to the beach. He wrote me a postcard and said the weather was very hot.
- W: Did he go by car with his family?
- B: No, because his father didn’t want to drive. He said he was too tired after work, so they went by train. Robert said it was very quick and easy. He enjoyed it because he could get up and walk around or go to the café on the train.
- W: Did your friend Michael go on holiday in the summer?
- B: Yes, he went to the mountains with his grandparents. He went by bus with a group of his grandparents’ friends. It took a very long time to get there and he said he was very tired when he arrived. All he wanted to do was sleep!
- W: I think that holiday was very boring for him!
- W: And what about Helen? Did she go on holiday?
- B: No, she stayed at home this year. Her parents don’t have a lot of money because they have both lost their jobs. She did win a ride in a helicopter in a holiday competition though.
- W: How long was the ride?
- B: Only about 20 minutes but she said it was lots of fun and very exciting!

- W: Did Katy do anything interesting this year?
- B: Yes, she always does. Her parents are very rich and they spent the summer on a small island, which had a big house near the beach.
- W: How did they get there? Was it difficult?
- B: No, it was very easy. They went by boat. They have a big boat which has four bedrooms!

- W: I think Harry visited his grandma in the summer, didn’t he?
- B: Yes, he always spends the summer in the countryside with her. She lives on a farm, so it’s always interesting to go and help look after the animals. She has lots of goats, sheep and cows.
- W: Is it easy to get to the farm?
- B: No, there are no buses or trains, so he took a taxi. It was very expensive, but it only took 40 minutes.

- W: And what about Emma?
- B: Oh she is a very strange girl. She wants to be an astronaut when she grows up, and she told me that in the holidays she was going to the moon for a week in a rocket!
- W: She lives in a dream world, doesn’t she?

**R: Now listen to Part Three again.
That is the end of Part Three.
Part Four. Listen and look. There is one example.
Which is Emma’s house?**

- M: Hello, Emma. Can I see a photo of your new house?
- G: Sorry, I haven’t got any photos with me.
- M: What’s it like, then?
- G: It’s a small white house with a garden in front with lots of flowers, but no trees.
- M: Is everything white?
- G: No, the front door is blue.

- R: One. What number is Emma’s house?**
- M: What’s your new address?
- G: Oh, let me think. It’s in Green Street. I know that.
- M: And the number?
- G: It’s 146 Green Street. No, sorry, it’s 148 Green Street.

R: Two. Where's Emma's new house?

- M: Can you walk to school from your new house, Emma?
G: No, it's not near the school. I come to school by bus now.
M: So it's not in the town?
G: No, it's in a small village. The village is very beautiful.

R: Three. What is the back garden like?

- M: Do you have a garden at the back of the house?
G: Yes, it's very big with lots of grass and trees. There is also a small swimming pool near the house.
M: Is there a wall round the garden?
G: No.

R: Four. What is Emma's bedroom like?

- M: What's your new bedroom like, Emma?
G: It's very beautiful. It has a big window and a balcony. The sun comes in all afternoon and early evening. I love doing my homework there at my desk.
M: Have you got a computer?
G: Yes and a CD player. I haven't got a TV though. I watch television downstairs in the living room.

R: Five. What do Emma's parents do?

- M: Is your new house near where your mum and dad work?
G: Yes, very near! They are both artists and they do all their work at home. There is a big room in the basement and they both paint there.
M: Oh. That's interesting!

R: Now listen to Part Four again.

That is the end of Part Four.

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

- W: Look at this picture of a street in town. Would you like to colour it?
B: Yes, please.
W: Can you see the girl on the bicycle on the left?
B: Yes, the one with the big scarf?

- W: Yes, that's right. Colour the scarf blue, please.

R: Can you see the blue scarf? This is an example. Now you listen and colour and write and draw.

One

- B: Look at the woman, who is buying bananas at the market. She's not happy. I think the fruit is too expensive.
W: I think you are right. Can you colour the woman's bag brown, please?

R: Two

- W: There is a woman driving a small car.
B: Yes, I can see her. She's wearing a small hat.
W: Can you draw some glasses on the woman? Colour the glasses pink.

R: Three

- W: Look at the market. What is the name of the market?
B: I don't know. I think a word is missing?
W: It's called 'The Sunday Market'. Can you write the missing word?

R: Four

- B: Look, there's a boy pulling a small lorry. He looks very happy. I think it's his new toy.
W: It's a very nice toy, isn't it? Can you colour the lorry orange, please?

R: Five

- B: Look at the man selling the fruit at the market. He has a very big beard.
W: Yes, but he looks friendly. The people are not afraid of him. Can you colour his beard grey, please?

R: Now listen to Part Five again. That is the end of Test 4.

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