

Collins

Cambridge English Qualifications

A2 Flyers

Three Practice Tests

Parent's Guide

Collins

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Introduction

Welcome to the Parent's Guide to the Collins practice tests book for *Cambridge English Qualifications A2 Flyers*.

This guide contains a comprehensive overview of each section of *Cambridge English Qualifications A2 Flyers* to help parents and students to understand how the test works. It is full of tips and ideas to help your child to prepare for the test and also contains the answer keys to the tests in the practice tests book, scripts for the Speaking papers and audio scripts of the recordings on the website.

We hope you and your child enjoy preparing for *Cambridge English Qualifications A2 Flyers*. Good luck!

Cambridge English Qualifications Young Learners tests

Cambridge English Qualifications Young Learners tests are for learners of English between the ages of 7 and 12.

The tests are comprised of three levels: *Pre A1 Starters*, *A1 Movers* and *A2 Flyers*. These tests are designed to take learners from beginner level up to CEFR level A2. The *A2 Flyers* test is roughly equivalent to *Cambridge English Qualifications A2 Key* (previously known as the Key English Test or KET), but the *A2 Flyers* test is written specifically for younger children.

There's no pass or fail in these tests – instead, every student gets a certificate with between one and five shields in each paper to show their level of achievement.

What's in the Flyers test?

A2 Flyers is the third and final level of the series and is typically aimed at students aged between 9 and 12. Instructions are simple and the content of the test consists only of the words and structures outlined in the *A2 Flyers* syllabus. The official vocabulary list for *A2 Flyers* is included at the back of this guide, and the full syllabus can be found in the *Cambridge English Qualifications Young Learner's Handbook for Teachers*.

The test has three papers:

Paper	Length	Number of parts	Number of items
Listening	approx. 25 minutes	5	25
Reading & Writing	40 minutes	7	43 plus one writing task
Speaking	7–9 minutes	4	–

On pages 6–24, you will find further detailed information for each part of each paper, together with teaching tips and ideas to help you to prepare your child.

How to use this guide and the practice tests

This guide has been designed to give you a thorough introduction to the *Cambridge English Qualifications A2 Flyers* test. The guide accompanies the Collins practice tests book for *Cambridge English Qualifications A2 Flyers* and includes for each of the three practice tests:

- audio scripts for Listening
- answer keys
- scripts for Speaking (also on the website, first without and then with student's responses).

The practice tests replicate the *Cambridge English Qualifications A2 Flyers* test in terms of layout and content.

This guide also includes tips for your child on test day (see page 25) and vocabulary practice for you to do with your child (see page 26), so that they feel fully prepared and confident on test day.

Here are some suggestions as to how you can use the practice test to help your child at home:

- **Examine the structure of the papers**
Help your child to become familiar with the structure of each paper, so that they don't leave out a part by mistake – this is a common error in Part 7 of the Reading & Writing paper, which is set on the back page of the test booklet.
- **Study the rubrics in each part**
The rubrics used in the practice tests are identical to those used in the test papers – if your child becomes familiar with the rubrics, then they won't misinterpret instructions on test day and lose marks.
- **Create the exam experience**
You can get your child to do these tests under timed exam conditions so that they get used to this feeling and are not nervous on test day.
- **Revise grammar and vocabulary**
The practice tests use a wide variety of grammatical structures and vocabulary from the *A2 Flyers* syllabus. While the course book that you're using is likely to deal with these language and topics separately, in these practice tests your child will find the language all mixed together as it will be in the test. The practice tests give your child the opportunity to recycle and revise topic work that they have done in class in an authentic way.

Guide to Cambridge English Qualifications A2 Flyers

Listening

Summary

Time: 25 minutes

Number of questions: 25

Part	Material	Skills	Desired outcome	Number of questions
1	Picture, names and dialogue	Listening for names and descriptions	Draw lines to match names to people in a picture	5
2	Text with missing words and dialogue	Listening for names, spellings, numbers and other information	Write words or numbers in gaps	5
3	Two sets of pictures and dialogue	Listening for detailed information	Match pictures with illustrated word or name by writing letters in boxes	5
4	Three-option multiple-choice pictures and dialogues	Listening for specific information	Tick boxes under correct pictures	5
5	Picture and dialogue	Listening for specific information	Follow instructions to colour and write on a picture	5

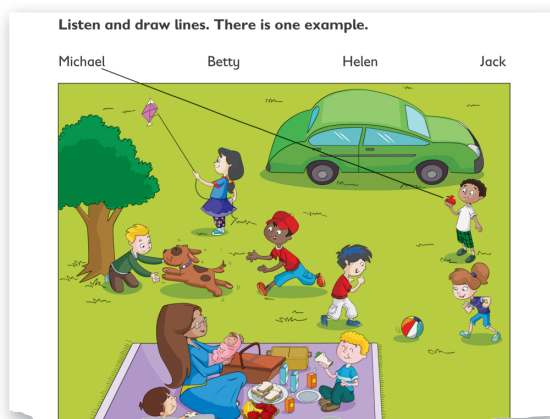
General tips for your child

- Listen carefully to the instructions.
- Remember that you will hear an example once at the start of each part.
- Stay calm – remember that each recording will be played twice, so you will have time to think about and check your answer before you write it.
- You don't have to spell the words perfectly if they are not spelt out for you in the recording.
- Make sure you know the vocabulary, grammar and structures in the *A2 Flyers* syllabus, including the expressions you will hear in the recordings, such as *Pardon? Sorry? Right.*

Listening Part 1

Students look at a big picture showing people doing different things. There are seven names above and below the picture. Students listen to a dialogue between an adult and a child talking about the people in the picture. Students draw lines between the names and the correct people in the picture. There is one example.

This is what Part 1 looks like. In the test there are five more extracts from the dialogue about the people in the picture.



This is what you hear ...

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

Girl: Uncle David, look at this picture of our picnic last weekend.

Man: Wow, what a great picnic!

Girl: Can you see Michael? There he is, next to the car.

Man: Is he the boy in green and black striped shorts?

Girl: Yes, that's him. He's eating an apple.

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

Tips for your child

- Look carefully at the picture before you listen to the dialogue. You will need to focus on the differences between similar people and you should try to think about what sort of language might be used to describe them before you listen.
- Be aware that the language of this part of the task will include descriptions of people's clothes and physical appearance, as well as what they are doing.
- Make sure that you draw neat, straight lines so that your answers are clear.

How to help your child at home

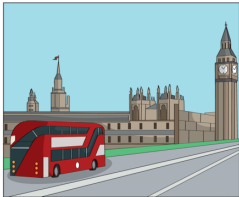
- Make sure that your child is familiar with the names listed in the A2 Flyers vocabulary list at the back of this guide.
- Practice describing people as much as you can.
 - Describe people you see when you are out and about.
 - Cut out some pictures from magazines and get your child to describe them.
 - Describe a picture of someone to your child and ask them to draw the person.
- Make sure that your child understands these common expressions from the recordings of this part of the test:
 - Can you see ... ?
 - Who's that boy/girl/man/woman?
 - Which one's he/she?
 - Is he the boy/girl/man/woman in the ... ?
 - Who's the boy/girl/man/woman who's ... ?
 - Is he/she wearing a ... ?
 - Yes, that's him/her.
 - No, I mean the boy/girl/man/woman who's ... ?
 - That's ...
- Get your child to practise drawing lines accurately and neatly.

Listening Part 2

This is a note-taking exercise. Students listen to a dialogue between two people, then write a word or number to fill the five gaps on a form or page of a notepad. Students are not penalised for misspellings if the words are not spelt out in the recording. There is one example.

This is what Part 2 looks like. In the test, there are three more gaps to fill and five more extracts from the dialogue to listen to.

Listen and write. There is one example.



Miss Peter's holiday

	Where? London
1	Going to visit:	three
2	Hotel name: Hotel
3	Going with:	her

This is what you hear ...

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

Woman: Good morning, children. I'm going to go somewhere very exciting next week. Ask me some questions about what I'm going to do, then write down what I say. OK, who wants to ask me something?

Boy: I do.

Woman: What's your question, Alex?

Boy: Where are you going to go, Miss Peter?

Woman: I'm going to go to London, Alex.

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

Tips for your child

- Look carefully at the gaps on the form or notepad before you listen to work out what sort of information will go there.
- There will always be a word that will be spelt out – this is likely to be the name of a person or place so try to work out which gap this is before you listen, so that you are prepared for it.
- There is often a number question – try to work out which gap this is before you listen so that you are prepared when you hear it.
- Make sure that you know your numbers and letters really well before you go into the test.

How to help your child at home

- Play vocabulary games (see pages 26–27) with types of words that your child might hear in this part of the test, e.g. telephone numbers and addresses, opening and closing times, days of the week and forms of transport (see *A2 Flyers* vocabulary list at the back of this guide).
- Play spelling games, e.g. hold up flashcards and ask your child to spell the word. Focus on the double letter form where possible, e.g. *S-U-N-G-L-A-double-S-E-S*.
- Play number games, e.g. *Bingo!* (see page 27) to provide your child with plenty of practice in listening to numbers.




Listening Part 3





There are two sets of pictures in Part 3. On the left-hand page, there are six pictures of named people, things or places. On the right-hand page, there are eight pictures with letters but no names or words. Students listen to a dialogue, which is mainly led by one speaker. They match the lettered pictures with the named pictures by writing letters in boxes on the left-hand page. There is one example.

This is what Part 3 looks like. In the test, there are three more named items on the left-hand page and four more lettered items on the right-hand page. There are another five extracts from the dialogue to listen to.

Michael has cleaned his bedroom and has found lots of things. Where did he find each thing?

Listen and write a letter in each box. There is one example.

	camera	<input type="text" value="E"/>
	football	<input type="text"/>
	DVD	<input type="text"/>

	
A	B
	
E	F

This is what you hear ...

Part 3. Listen and look. There is one example.
Michael has cleaned his bedroom and has found lots of things. Where did he find each thing?

Boy: Hey, Mum, I've cleaned my room. Come and see how tidy it is!

Woman: Well done Michael! Wow, it looks great in here. I can see the floor again!

Boy: Ha! Ha! Very funny, Mum! Look at all these things that I've found. I haven't seen them for a long time. Here's my camera.

Woman: Where did you find that?

Boy: It was in my rucksack. I took it with me when we went on the class visit to the castle last month and didn't take it out when I got home.

Woman: Great, you can take it camping next weekend.

Boy: Oh yes!

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

Tips for your child

- Read the sentence and the question at the beginning very carefully because the dialogue will be easier to understand if you understand the context.
- Before you listen, look at the unnamed pictures on the right-hand page and think about or note down words to describe them. This will help you to prepare for what you are about to hear.
- Remember that the speakers will mention the two lettered items that are not used, so don't think that simply because you heard the word that it must be the answer to that question. Listen carefully to what the speaker says about each item.

How to help your child at home

- Play vocabulary games (see pages 26–27) with words from topics that your child might hear in this part of the test, e.g. places, clothes, the home (see A2 Flyers vocabulary list at the back of this guide).
- Get hold of two sets of pictures – name one set (e.g. a group of named children) and letter the other (e.g. a set of lettered items of clothing). Get your child to write sentences linking one item from each set (e.g. *William bought some new shorts yesterday.*) Then you make up some sentences and ask your child to match the items from what you've said.




Listening Part 4

Part 4 contains five three-option multiple-choice questions with pictures. Students listen to five connected dialogues – there is one question for each dialogue. Students tick the correct picture. There is one example.

This is what Part 4 looks like. In the test, there are four more questions like these and five more extracts from the dialogue to listen to.




Listen and tick (✓) the box. There is one example.

Where does Katy want to go?



A ☒ B ☐ C ☐

Who is going to go with Katy and Sarah?



A ☐ B ☐ C ☐

This is what you hear ...

Part 4. Listen and look. There is one example. Where does Katy want to go?

Girl: Dad, can I go to the beach with Sarah today?

Man: Well, I need to go to the supermarket and didn't you want to go to the library later?

Girl: Oh Dad, I don't want to go to the library. Please can I go to the beach?

Man: Oh, OK!

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

Tips for your child

- Before you listen, read all the questions and look at all the pictures carefully. Think about or note down words that you might use to describe these pictures – sometimes you'll just see a thing and sometimes it will be a person doing something.
- All the items are usually mentioned in each dialogue so don't write down the first one you hear.
- The correct answer may come at any point in the dialogue so don't necessarily tick the one that you hear last.

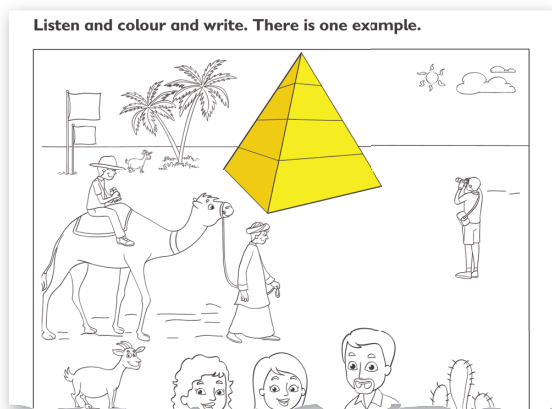
How to help your child at home

- Play vocabulary games (see pages 26–27) with words from topics that your child might hear in this part of the test, e.g. the time, weather, food, prepositions, clothes, the home (see A2 Flyers vocabulary list at the back of this guide).
- Get your child to draw three slightly different pictures. Then describe what is happening in one of the pictures and your child must guess which one you are referring to.

Listening Part 5

There is a large picture in Part 5, which is mostly black and white. Students listen to a dialogue between an adult and child. The adult gives the child instructions to colour various items and write simple words. Students listen, then colour and draw. There is one example.

This is what Part 5 looks like. In the test, there are five more instructions like this to listen to.



This is what you hear ...

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

Girl: This is a great picture. Can I colour it?

Man: Of course you can. What would you like to colour first?

Girl: The pyramid.

Man: OK. Make it yellow.

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

Tips for your child

- Remember to have your colouring pencils ready for this part of the test.
- Remember that this test is not just colouring, but also you will have to write simple words.
- Don't worry if your colouring and writing is not very good. Just make sure that it's clear that you've understood the instructions.
- This part of the test is more challenging than it looks. You need to be able to understand language that describes slightly different items, so listen very carefully to the instructions.

How to help your child at home

- Play vocabulary games (see pages 26–27) with words from topics that your child might hear in this part of the test, e.g. colours, prepositions, places, clothes, animals, the body and face (see A2 Flyers vocabulary list at the back of this guide).
- Find a colouring book which has colour versions and black and white versions of the same pictures. Give your child the black and white version and give them instructions about how to colour each part of the picture. Compare the pictures at the end. You could get your child to draw their own colour and black and white pictures for this activity.
- Make sure that your child understands these common expressions that they might hear in this part:
 - Can you see ... ?
 - Colour it ...
 - Now you can write something.
 - Would you like to colour something ...?
 - Now some more colouring.
 - What else can I colour?
 - Can I write something now?
 - I'd like to colour the ...
 - What colour shall I use?

Reading & Writing

Summary

Time: 40 minutes

Number of questions: 43 plus one writing task

Part	Material	Skills	Desired outcome	Number of questions
1	Nouns and definitions	Reading definitions and matching them to words	Copy the correct words next to the definitions	10
2	Half a dialogue with gaps and lettered responses in a box	Reading and filling in the gaps in a dialogue	Write the letters of the correct responses in the dialogue gaps	5
3	Gapped text with missing words in a box and three-option multiple-choice question for story title	Reading for specific information and gist	Select and copy the correct word for each gap; then tick the box next to the best story title	6
4	Gapped text with three-option grammatical multiple choice for each gap	Reading a factual text; copying words	Choose and copy the correct word for each gap	10
5	Story, picture and gapped sentences	Reading a story; completing sentences	Complete sentences about the story by writing one, two, three or four words in each gap	7
6	Gapped text with no words provided	Reading a short text and writing words to fill gaps	Think of and write words that fill the gaps	5
7	Three pictures which tell a story	Writing a short story	Write a short story based on the three pictures	1

General tips for your child

- You must use correct spelling in all parts of the Reading & Writing paper.
- You need to write clearly so that the examiner can read what you've written. You may find it easier not to use joined-up writing.
- Don't waste time writing long answers when you don't need to.

Reading & Writing Part 1

There are 15 definitions and 10 words. Students write the correct word next to each definition. There are no pictures in this section. There is one example.

This is what Part 1 looks like.

Look and read. Choose the correct words and write them on the lines. There is one example.

	an octopus	an umbrella	a knife	a dentist
			soap	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

a comb an astronaut soap

Tips for your child

- Read all the words before you start writing any answers, so that you know all the different options.
- Start with the words you are most confident about and cross them out from the list as you use them.
- Remember that you'll see both singular and plural nouns and you must copy the words exactly as they appear when you write them or you will lose marks.

How to help your child at home

- Play vocabulary games (see pages 26–27) with words from topics that your child might hear in this part of the test, e.g. clothes, food, the home, places, animals, sports and jobs (see *A2 Flyers* vocabulary list at the back of this guide). Start by keeping the words in their topics, then mix the words up so that your child gets used to dealing with them together, as they will have to in this part of the test.
- Give your child a list of words and ask them to write their own definitions.
- Give your child a list of definitions and pin the nouns around the house. Ask them to find the words to match their definitions. Give them a time limit to make it more fun!

Reading & Writing Part 2

Students read a gapped dialogue where one speaker's responses are missing. The responses (lettered A–G) are listed in a box on the opposite page. Students choose the correct response for each gap and write the letter in the gap. There is one example and two additional responses that students will not use.


This is what Part 2 looks like. In the test, there are three more questions.


William is talking to his mum about going to the circus with Uncle Robert. What does William say?

Read the conversation and choose the best answer. Write a letter (A–H) for each answer.


You do not need to use all the letters.


Example


 **Mum:** Hello William, did you have fun at the circus?


 **William:** C

Questions

1  **Mum:** Which was your favourite part of the circus?

 **William:**

2  **Mum:** How long did it last?

 **William:**

A It started at 12 and finished at 3.

B No thank you, I'm not hungry.

C Yes, it was great! **(Example)**

D No, we went by bus.

E I liked the clowns best because they were so funny.

F Yes, that's a good idea. I'll do it now.

G It was raining all morning and sunny in the afternoon.

H Yes, he did. I had chocolate biscuits! I love chocolate!

Tips for your child

- Read all the way through the dialogue and all the way through the possible responses before you start writing in your answers. It may appear at first that there are two possible answers for some blanks but this won't be the case if you read the full context of each gap.
- Look for clues in the statements, which might tell you what sort of response you're looking for, e.g. in question 1 above, the speaker asks about William's 'favourite part' so the response is likely to be part of a circus.
- When you've finished, read the whole dialogue back again to make sure it all makes sense.

How to help your child at home

- Practise asking and answering questions with your child. Show how some types of questions prompt particular types of answers. Make full questions with the prompts in the box.

Question types	Expected responses
Where ... ?	A place
Who ... ?	A person
When ... ?	A time
What ... ?	A thing
Why ... ?	A reason / <i>Because ...</i>
Are you ... ?	<i>Yes, I am. / No, I'm not.</i>
Do you ... ?	<i>Yes, I do / No, I don't.</i>
Have you ... ?	<i>Yes, I have ... / No, I haven't ...</i>
Will you ... ?	<i>Yes, I will. / No, I won't.</i>


- Write out a conversation with lots of questions and cut up the different speaker's parts. Ask your child to match the answers to the questions.

Reading & Writing Part 3

Students read a text with five gaps in it and read 10 words in a box. They choose the best words to go in each gap and write them in. The gapped words are nouns, adjectives, verbs (present and past) and adverbs. Students must use correct spelling. In the last question in this part, students must choose the best title for the story from a choice of three. There is one example.

This is what Part 3 looks like. In the test, the text is longer and there are three more gaps.

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



Last Wednesday, Michael went to the toy ...museum... with his mum. He wanted to see some (1) robots because robots are his favourite toy. When they arrived at the museum, Michael felt very (2)

Example				
museum	opened	dinosaurs	traffic	walking
dark	show	turned	excited	old

Tips for your child

- Read the whole text through first to get a general idea of what it means before trying to fill in any of the gaps.
- Remember that the missing words are testing your grammar and vocabulary, so look carefully at the words around each gap and try to work out what sort of word you would expect to see there, e.g. in question 1 above, the gap comes after *some* and before a noun so you know it must be an adjective.
- For the last question, remember that the title must be the best summary of the whole story and not just part of it.

How to help your child at home

- Make sure that your child is confident when it comes to identifying the different parts of language: noun, adjective, verb and adverb (see glossary on page 49).
- Choose an extract from one of your child's books and blank out some nouns, adjectives, verbs and adverbs, which appear in the *A2 Flyers* vocabulary list at the back of this guide. Before you give your child the missing words, get them to predict what type of word would go in each gap and to come up with some suggestions. Then give them the missing words so that they can complete the activity.
- When your child becomes more confident, you could ask them to write little stories and blank out their own words.


Reading & Writing Part 4

Students read a factual text containing 10 gaps. They have a choice of three words to fill each gap. They choose the correct words and copy them into the gaps. These words have a grammatical focus and include prepositions, pronouns, adverbs and verbs. There is one example.

This is what Part 4 looks like. In the test, there is a longer text and eight more gaps to fill.

Read the text. Choose the correct words and write them on the lines.

Camels



Example

1 Camels are interesting animals,which..... usually live in the desert. This is because they need to drink a lot and they can live without water for two weeks. Also, they have fur over their ears and they can close their noses that sand doesn't get in.

2 Camels usually live for about 40 to 50 years, but can live

Example	where	which	when
1	won't	don't	didn't
2	also	because	so

Tips for your child

- Read the text all the way through before you start filling the gaps.
- Try to work out what sort of word would fill the gap before you look at the options.
- If you get stuck, look at all the options and try to work out the difference between them. For example, if the options are *reach*, *reaching* and *reached*, think about when you would use each form of the verb. Look at the words either side of the gap and think about the grammar rules.
- Don't forget that the options are there! Some students make the mistake of filling the gaps with their own ideas, which is not what you're being asked to do in this part of the task.

How to help your child at home

- Make sure that your child is familiar with parts of language: preposition, pronoun, adverb and verb (see glossary on page 49).
- Choose an extract from one of your child's books and replace some prepositions, pronouns, adverbs and verbs with gaps. Ask your child to identify what type of word would go in each gap. Then get them to decide what word might fill each gap.


Reading & Writing Part 5

Students read a story and complete sentences about the story using one, two, three or four words. There is one picture, which describes the context of the story but not the answers to the questions. There are two examples.

This is what Part 5 looks like. In the test, the story is longer and there are five more questions.

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

What a clever dog!



Last Saturday, Harry and his sister Emma went for a walk up a mountain near their house because it was a beautiful sunny day. They took their dog, Jack, with them. On the way up, they sang songs together and they were very happy.

Examples

Harry and Emma have a dog called Jack.

Last Saturday, it was sunny, so Harry and Emma decided to go for a walk up a mountain

Questions

1 Harry and Emma Jack with them on their walk.

2 They had for their picnic.

Tips for your child

- Look at the picture first to understand the context of the story.
- Read the story all the way through, then read the sentences. Then read the story again, underlining the sections containing the information you need.
- Make sure you copy words from the text correctly so that you don't lose marks.

How to help your child at home


- Talk about the different ways we can refer to people or objects, e.g. *Harry and Emma, they, them, the children*.
- Discuss how sentences can be turned around, e.g. *Harry and his sister Emma went for a walk up a mountain near their house because it was a beautiful sunny day* in the text is turned around to become *It was sunny so Harry and Emma decided to go for a walk up a mountain* in the sentences.
- Read a story with your child, then write some gapped sentences about the story. Get your child to fill in the gaps with suitable words. Get your child to write some gapped sentences, too.

Reading & Writing Part 6

Students read a short gapped text, which is often a diary or letter. They write one word to fill the five gaps. There is no list of words supplied in this part. There are one or more pictures, which will help students to understand the text but not give them the answers. Both lexis and grammar are tested here. There is one example.

This is what Part 6 looks like. In the test, there is a longer text and three more gaps to fill.

Read the email and write the missing words. Write one word on each line.



Example

Dear Aunt Vicky,

I am writing to tell you our exciting news. We got a new puppy yesterday! He's called Ben he's black all over! I'm to send you a photo

Tips for your child

- Read the text all the way to the end before you start writing because you may need to understand something at the end to fill in earlier gaps.
- Look at the words around the gap to see what sort of word you're looking for, e.g. is it a noun or a verb?
- Reread the text when you've finished to make sure that it makes sense and that your spelling is correct.

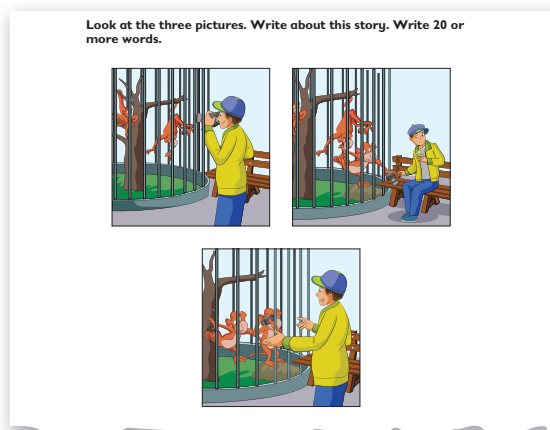
How to help your child at home

- Discuss with your child words that often go together e.g. *write a letter, spend some money, listen to music*.
- Make sure that your child knows the phrases and questions from the *A2 Flyers* syllabus, e.g. *How are you? What a good day! Would you like ...? This makes me hungry! What time ...? What else ...?*
- Talk about the use of prepositions in set phrases, e.g. *on the back, on Wednesday, in a month, next year*.

Reading & Writing Part 7

Students write a short story based on three pictures, which are supplied. Both lexis and grammar are tested here.

This is what Part 7 looks like.



Tips for your child

- Write between 20 and 30 words. You shouldn't write more because you are more likely to make mistakes.
- Take your time looking at the pictures first so that you understand the story. Then write one or two sentences about each picture. Think about how you can link your sentences.
- You can write your story in the past simple, for example:
The man took a photo of the monkey.
Or you can use the present continuous as if you are describing the picture, for example:
The man is taking a photo of the monkey.
- Check your work carefully and correct any mistakes neatly.
- There are five marks for this part of the Test.

How to help your child at home

- Look at pictures in books and magazines with your child and make up stories together.
- Ask your child to draw three pictures, which tell a story. Then ask them to write the story.
- Ask your child to keep a diary of what they do every day to practise their writing.

Speaking

Summary

Part	Material	Skills	Desired outcome
1	Two similar pictures (one for examiner and one for student)	Understanding sentences and explaining differences	Answer examiner's questions to say name, surname and age Identify and describe six differences between the two pictures after hearing the examiner describing their picture
2	One set of facts and one set of question cues (each for examiner and student)	Answering questions with short answers; making questions to find out information	Answer and then ask questions about two people, objects or situations
3	Five sequence pictures that tell a story	Understanding the beginning of a story and telling the rest of it from picture prompts	Describe each picture in turn
4	Open-ended questions	Understanding and responding to personal questions	Answer personal questions

General tips for your child

- An usher will take you into the test and will explain in your native language what you have to do. They will introduce you to the examiner.
- Don't feel nervous. The examiner is there to help you to get the best mark possible. Remember to say *Hello* and tell them your name when asked. Remember to say *Thank you* and *Goodbye* at the end of the test as well.
- The examiner will give you marks for understanding what they say and for answering their questions correctly using the right grammar, vocabulary and pronunciation.
- Listen carefully to what the examiner asks you to do or say. If you don't understand what they have said, then say *I'm sorry, I don't understand. Could you say that again, please?*
- Don't rush – take your time to answer the questions fully.
- If you get stuck, the examiner will help you by prompting with a question.

How to help your child at home

- Use the scripts for Speaking to help your child to practise for this part of the test. The website provides recordings for each of the practice tests, first without student's responses so that your child can practise giving their own responses – sometimes, you might need to pause the track for longer, to give your child time to respond. Then the recording is repeated with student's responses, which can be used as a model.

Speaking Part 1

The examiner greets the student and asks their name, surname and age – this is not assessed.

The examiner gives the student one picture, then shows them that they have a picture that is similar but which has some differences. The examiner reads some sentences to describe the examiner's picture. The student looks at the candidate's picture, identifies the six differences and describes them.

This is what Part 1 looks like.



The examiner might start by saying:

Now, here are the two pictures. My picture is nearly the same as yours, but some things are different. For example, in my picture, it's a sunny day, but in your picture, it's cloudy. I'm going to say something about my picture. You tell me how your picture is different. In my picture, there is one big purple tent. ...

Tips for your child

- Remember to say *Hello* and tell the examiner your name when asked.
- Listen carefully to what the examiner says and find the part of your picture that they are describing.
- When you describe the picture, start your sentences in the same way as the examiner does, e.g. in the picture above, the examiner says *In my picture, there is one big purple tent*. You reply *In my picture, there is one big purple tent and one small blue tent*.

How to help your child at home



- Play vocabulary games (see pages 26–27) with words from topics that your child might hear in this part of the test, e.g. numbers, colours, positions, appearance, activity, shape and relative size (see *A2 Flyers* vocabulary list at the back of this guide).
- Describe a picture to your child and ask them to draw what they hear, but don't be too precise about exact positional or colour details. Then get your child to compare what they've drawn with the original picture and describe the differences.

Speaking Part 2

The examiner and the student take turns to ask and answer questions. The examiner gives the student two similar picture cards – one has a set of facts and one has a set of question cues. First, the examiner asks the student questions about the candidate's picture card and the student answers using the information on the card. Then the student asks the examiner questions about the examiner's picture card and the examiner answers using the information on the card.

This is what Part 2 looks like.

Candidate's copy

Harry's favourite restaurant	
What / name	Ben's Burgers
expensive / cheap	cheap
How often / visit	every Saturday
What time / close	10 o'clock
near home	yes

Helen's favourite restaurant	
What / name	?
expensive / cheap	?
How often / visit	?
What time / close	?
near home	?

The examiner might start by saying:

Helen and Harry like going to restaurants. I don't know anything about Harry's favourite restaurant, but you do. So I'm going to ask you some questions. What's the name of Harry's favourite restaurant? ...

Tips for your child

- Listen carefully to the questions that the examiner asks you because you will have to ask them the same questions when it's your turn.

How to help your child at home

- Discuss with your child the three types of questions that they will be expected to ask and answer in this part.

- Wh- questions*

Question words	Likely answers
Where ... ?	A place
Who ... ?	A person
When ... ?	A time
What ... ?	A thing
Why ... ?	A reason / <i>Because ...</i>
How often ... ?	A frequency
What time ... ?	A time

- Yes/No questions*

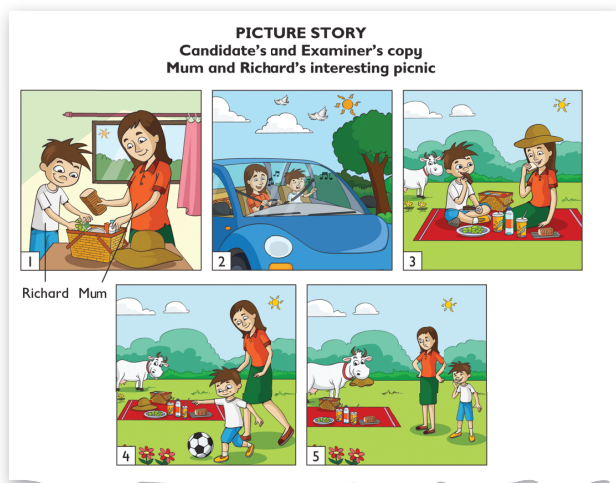
Question words	Answers
Is Helen ... ?	Yes, she is. / No, she isn't.
Does Helen ... ?	Yes, she does. / No, she doesn't.
Has Helen got ... ?	Yes, she has. / No, she hasn't.

- Choice between two options question, e.g. *Is Helen's restaurant expensive or cheap? It's cheap.*
- Hold up your bag to your child and get them to ask you questions about it, e.g. *What colour is it? Where did you buy it? How big is it?*

Speaking Part 3

The examiner shows the student a sequence of five pictures, which tell a story. The examiner tells the student the title of the story and describes what's happening in the first picture. The student then describes what is happening in the remaining four pictures. Students are not expected to give a continuous narrative of the story, but are being tested on describing each picture in turn.

This is what Part 3 looks like.



The examiner might start by saying:

These pictures tell a story. It's called "Mum and Richard's interesting picnic". Just look at the pictures first. It's a sunny day today, so Mum and Richard are getting ready for a picnic. Richard is helping Mum. Now you tell the story. ...

Tips for your child

- Look at all the pictures before you start to speak, but don't worry if you don't quite understand the full sequence – you are not expected to tell a full story, but simply to describe each picture in turn.
- Use the adjectives that you have learnt in class to describe the things you can see in the picture, e.g. talk about what colour things are, what they look like, what clothes people have on, where things are.
- Use the present continuous to talk about what people are doing in the pictures.

How to help your child at home

- Play vocabulary games (see pages 26–27) with words from topics that your child might hear in this part of the test, e.g. feelings, numbers, colours, positions, appearance, activity, shape and relative size (see *A2 Flyers* vocabulary list at the back of this guide).
- Prepare a set of five pictures that tell a story using the words from the *A2 Flyers* vocabulary list at the back of this guide. Cut them up and give them to your child. Ask them to put them in the right order and then describe what's happening in each picture. You could ask your child to draw their own picture stories for this activity, too.

Speaking Part 4

The examiner asks the student some personal questions about topics such as their school, holidays, birthdays, family and hobbies. There are no pictures in this part.

The examiner might say:

Now, let's talk about your school. How do you get to school? ...

Where's your school? ...

Who's your teacher? ...

What's your favourite lesson? ...

Tell me about what you do at break time? ...

Tips for your child

- Listen to the examiner's questions carefully because they will give you clues about what the answers should be, e.g. if you hear the word *Who ...?* then you know the answer will be a person.
- Don't worry about giving very long answers – sometimes just a few words is enough, e.g. *by bike*, would be a perfectly good answer to the first question above.
- The last question is your chance to say a bit more. It will start with *Tell me about ...* Try to say three sentences in reply to this question.

How to help your child at home

- Speak English with your child whenever you can even if it's only for a short period each time.
- Discuss the topics that frequently come up here: school, holidays, birthdays, family and hobbies. Ask *Who ...? Where ...? Why ...? What ...? How ...? Tell me about ...* . questions about each topic.
- Devote time to work on fluency. Allow your child the chance to talk about a topic uninterrupted. Note down any mistakes and discuss them when they've finished.

Tips for your child on test day

Before the test

- Bring pencils, a rubber and a pencil sharpener with you. Write answers in pencil so that you can easily correct any mistakes.
- Bring coloured crayons or pencils in the full range of colours you will need for the colouring exercise (black, blue, pink, green, orange, purple, red, white, yellow).
- Arrive in plenty of time for the test.

During the test

- Don't be nervous. This test is designed to help you to show what you do know and not what you don't.
- Read all the instructions carefully, so that you know exactly what to do.
- Look at the pictures and the details in them carefully because these can sometimes help you to understand the questions better.
- Read all questions all the way through before you answer them.
- Try to use the correct spelling – this is essential in the Reading & Writing paper, but not so important in the Listening paper unless a word is spelt out on the recording.
- Don't leave any blank spaces – if you don't know the answer, have a guess.
- Remember the timing of the practice tests you've done in class – don't work too quickly or too slowly.
- Remember to check the back pages of the test so you don't leave out any parts.
- Check your answers carefully when you've finished.

Vocabulary practice

At the back of this guide, you will find a list of all the vocabulary in the *A2 Flyers* syllabus. Use the topic-by-topic list with the games below to focus on particular areas of vocabulary that your child needs practice in. Some topics regularly appear in specific parts of each paper (see pages 6–24 for advice on this), so you can use the games below to provide extra practice in these areas.

Some American equivalent words are included in the vocabulary list. Although the British variant will be used in texts, your child may need to understand the American words in some of the other parts of the test.

The vocabulary list also includes the names that your child will need to recognise at this level. Include them in activities throughout the course.

Make sure that your child understands the words used in instructions that they will hear/see during the test by practising them. These are the words used most frequently:

Verbs		Nouns		Adjectives
<i>ask</i>	<i>read</i>	<i>answer</i>	<i>number</i>	<i>all</i>
<i>choose</i>	<i>see</i>	<i>box</i>	<i>part</i>	<i>best</i>
<i>colour</i>	<i>tick</i>	<i>conversation</i>	<i>picture</i>	<i>correct</i>
<i>draw</i>	<i>tell</i>	<i>difference</i>	<i>question</i>	<i>different</i>
<i>listen</i>	<i>talk</i>	<i>example</i>	<i>sentence</i>	<i>each</i>
<i>look</i>	<i>use</i>	<i>letter</i>	<i>story</i>	<i>missing</i>
<i>need</i>	<i>write</i>	<i>line</i>	<i>text</i>	<i>right</i>
		<i>name</i>	<i>word</i>	<i>same</i>

Make a set of flashcards for use in some of the vocabulary games below. Draw pictures, or stick pictures from magazines on same-size pieces of card to represent nouns or actions. Make sets of cards for the different lexical sets that are in the *A2 Flyers* syllabus e.g., animals, the body, clothes, family, food (see *A2 Flyers* vocabulary list at the back of this guide). Use the flashcards for vocabulary practice as follows:

- Hold up a flashcard for your child to call out the word, e.g. *volleyball*.
- Hold up a flashcard for your child to build a sentence with the word, e.g. *We will play volleyball tomorrow. The children may not play volleyball today.*
- Use flashcards to get your child to ask and answer questions, e.g. *Have you ever played volleyball? (Yes, I have.); Will he play volleyball tonight? (Yes, he will.).*

Vocabulary games

Mystery word

- Choose a group of words that you want to practise.
- Choose a flashcard. Then next to it, write the correct number of dashes for each letter of the word, e.g. _ _ _ _ _ (*camel*).
- Your child spells the word by first saying the letter and if it's correct, writing it on one of the letter dashes. If it is incorrect, they write it in a circle next to the word and cross it out, so that they don't say that letter a second time.
- Continue until your child has spelt the word correctly.

Secret whispers

- Write a group of words on a piece of paper or display a group of flashcards on the table. Ask your child to choose a word silently and whisper it to you.
- You then repeat the word to your child. If you've understood the word chosen by your child, give your child one point. Continue playing the game until your child has scored five points.

Anagram words

- Choose a flashcard. Write the jumbled letters of the word on the board. Then next to it, write the correct number of dashes for each letter.
- Point to the flashcard and ask your child to say the word.
- Your child writes the word, one letter at a time. Each time they write a letter they must cross it out from the anagram.
- They continue until they have completed the word.

Bingo!

- Choose a group of words you want to practise. Write the words in a list on a piece of paper.
- Ask your child to draw a 3 x 3 grid on a piece of paper. In each of the squares, they write a different word from the list.
- Call out words from the list in turn. Keep a secret note of the words as you say them, so that you don't repeat them.
- Your child must cross out the words on their grid as they hear them. When they have crossed off a line of three they shout *Bingo!*

Yes or no?

- Hold up a flashcard and say a sentence using or not using the word.
- For example, hold up the biscuit card and say *I'm eating a biscuit*. Your child calls out *yes*. Hold up the skiing card and say *I'm playing golf*. Your child calls out *no*.

Memory chain

- Say a sentence that ends with a word from a vocabulary group you want to practise, e.g. *I like chocolate ...*
- Ask your child to repeat the sentence and add a word, e.g. *I like chocolate and sweets ...*. Then you repeat the sentence and add another word.
- Continue until one of you forgets a word in the chain or until you have practised all the words.

Snap!

- Choose a set of flashcards. Shuffle them and deal them evenly between you and your child.
- Take turns to place a card face up in a pile in the middle of the table. When two identical cards are placed one after the other in the pile, the first person to shout *Snap!* and say the word is the winner.

Mime it!

- Write a group of action words on a piece of paper or display a group of flashcards on the table.
- Your child chooses a word and mimes it for you to guess.
- As you guess the words, cross it off the list or turn over the flashcard.
- Take turns to mime and guess the words.

Colour dictation

- Photocopy a black and white line drawing of a scene which is suitable for the level, e.g. a camping scene, or a zoo scene. Give a copy to your child and keep a copy for yourself.
- Give colouring instructions, e.g. *Can you see the man standing next to the big tent? Colour his sweater purple*. Colour your own picture as you do so, making sure your child can't see what you're doing.
- When you've finished, compare both your pictures. They should be the same.

What is it?

- Choose a selection of flashcards from different word groups and shuffle them.
- Take one, look at it and put it face down on the table. Start describing it for your child to guess what it is, e.g. *It's big. It's an animal. It's extinct*. Your child calls out the answer. *It's a dinosaur!*
- Take turns to describe or guess the word.

Key to tests

Test 1: Audio scripts for Listening

Listening Part 1

Track 01

Practice tests for Cambridge English Qualifications A2 Flyers. Copyright HarperCollins Publishers 2018.

Hello. This is the Collins practice tests for Cambridge English Qualifications A2 Flyers Listening Test, Test 1.

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

Girl: Uncle David, look at this picture of our picnic last weekend.
Man: Wow, what a great picnic!
Girl: Can you see Michael? There he is, next to the car.
Man: Is he the boy in green and black striped shorts?
Girl: Yes, that's him. He's eating an apple.

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

Man: Who's that boy?
Girl: The one who's sailing his boat in the river?
Man: Yes. Who's he?
Girl: That's William. He wasn't happy later because he fell in the river!
Man: Oh dear!

Man: What's William's mum called?
Girl: Helen. There she is. She's got long brown hair and she's holding the baby.
Man: Did the baby like the picnic?
Girl: Well, he slept all day so I don't know!

Girl: And there's my best friend. She's called Katy.
Man: Which one's she?
Girl: She's the girl who's wearing a blue T-shirt and a purple skirt. She's flying the kite.
Man: That looks fun!
Girl: Yes, it went very high!

Girl: Robert brought his dog on the picnic. Can you see him playing with his dog?
Man: Is he wearing a red hat?
Girl: No, Robert is the boy who's under the tree. He's wearing brown trousers and a green sweater.
Man: Oh yes. That dog is very big.
Girl: Yes he is!

Man: Who's the boy who's eating a sandwich?
Girl: Do you mean the boy with straight brown hair?
Man: No, I mean the boy with curly blonde hair.
Girl: Oh, that's Jack. He's in my class at school.
Man: Oh, OK. I'm happy you had a good time with your friends!

Now listen to Part 1 again.
[The recording is repeated.]

That is the end of Part 1.

Listening Part 2

Track 02

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

Woman: Good morning, children. I'm going to go somewhere very exciting next week. Ask me some questions about what I'm going to do, then write down what I say. OK, who wants to ask me something?
Boy: I do.
Woman: What's your question, Alex?
Boy: Where are you going to go, Miss Peter?
Woman: I'm going to go to London, Alex.

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

Boy: Wow! What are you going to do in London?
Woman: Good question. There's a lot to do in London. I'm going to visit three museums because I love history.

Boy: And where are you going to stay?
Woman: I'm going to stay in a lovely hotel next to a river.
Boy: And what's the name of the hotel?
Woman: Well, it's called the Grange Hotel. That's G-R-A-N-G-E.

Boy: Who's going to go with you?
Woman: I'm going to go with my sister. I always go on holiday with her. Any more questions?

Boy: Yes, how long are you going to stay in London, Miss Peter?
Woman: Hmm, I'm going to go from Saturday to Thursday, so that's six days. Anything else?

Boy: And ... are you going to drive to London?
Woman: No, I don't have a car, so I'm going to go by train.

Now listen to Part 2 again.
[The recording is repeated.]

That is the end of Part 2.

Listening Part 3

Track 03

Part 3. Listen and look. There is one example.
Michael has cleaned his bedroom and has found lots of things. Where did he find each thing?

- Boy: Hey, Mum, I've cleaned my room. Come and see how tidy it is!
- Woman: Well done, Michael! Wow! It looks great in here. I can see the floor again!
- Boy: Ha! Ha! Very funny, Mum! Look at all these things that I've found. I haven't seen them for a long time. Here's my camera.
- Woman: Where did you find that?
- Boy: It was in my rucksack. I took it with me when we went on the class visit to the castle last month and didn't take it out when I got home.
- Woman: Great, you can take it camping next weekend.
- Boy: Oh yes!

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

- Woman: What else did you find?
- Boy: Here's the torch that I got for my birthday. I thought it was in my cupboard with the shoes, but it wasn't. It was on the shelf behind some books.
- Woman: How did it get there?
- Boy: I've no idea! I'll take that camping too.
- Woman: Yes, you'll need it.
- Boy: And look what else I found. It's William's DVD. It was behind my computer.
- Woman: Oh dear. You've had that for months and you must give it back to him.
- Boy: Yes, I know. I'll give it to him at school tomorrow.
- Woman: OK.
- Woman: Did you find anything else?
- Boy: Yes, I found my favourite football.
- Woman: How can you lose a football, Michael?!
- Boy: I don't know! I thought it was in the garden, but it was under my bed. I'm very happy to find it again.
- Boy: And look! Do you remember this?
- Woman: Oh yes, it's the toy train you had when you were very young. You played with that all the time! Where did you find that?
- Boy: It was under my shoes in my cupboard. I don't want it any more. Shall we give it to Robert next door?
- Woman: That's a great idea. He loves trains.

- Woman: Did you find your missing green umbrella? I looked under the stairs for that last week and couldn't find it. You'll need to take that camping too.
- Boy: Yes, I did.
- Woman: Great! Where was it?
- Boy: It was behind the armchair, under some magazines.
- Woman: OK. Well, maybe if you clean your room more often, you won't lose so many things!
- Boy: I'll try, Mum!

Now listen to Part 3 again.
[The recording is repeated.]

That is the end of Part 3.

Listening Part 4

Track 04

Part 4. Listen and look. There is one example.
Where does Katy want to go?

- Girl: Dad, can I go to the beach with Sarah today?
- Man: Well, I need to go to the supermarket and didn't you want to go to the library later?
- Girl: Oh Dad, I don't want to go to the library. Please can I go to the beach?
- Man: Oh, OK!

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

1

Who is going to go with Katy and Sarah?

- Man: Who else is going to go with you and Sarah?
- Girl: Sarah's mum is going to take us.
- Man: What about Sarah's little brother? Is he going to go?
- Girl: No, he's gone to visit his grandmother today.

2

What time will Katy be home?

- Man: And what time will you be home?
- Girl: Well, it's 10 o'clock now, so we'll probably get there at about 12 o'clock. And we'll want to have a few hours to play, so I don't think we'll be home until half past six. Is that OK?
- Man: Yes, it's the weekend, so that's fine.

3

What's the weather like today?

- Girl: It's very sunny today! It's a great day for the beach!
- Man: Yes! It's very hot as well, so drink lots of water, won't you?
- Girl: I will.
- Man: I can't believe how sunny it is after all the rain and wind we've had this week.
- Girl: I know! I got wet in the rain yesterday and I'll get wet in the sea today!
- Man: Yes!

4

What is Katy going to wear?

- Man: What are you going to wear, Katy?
- Girl: I want to wear my purple and pink spotted dress.
- Man: Yes, good idea.
- Girl: Where is it, Dad?
- Man: I put it in your cupboard next to your striped shorts.
- Girl: OK, I'll go and get it. Thanks.

5

What snack is Katy going to take?

- Girl: Can I take a snack to the beach?
- Man: Yes, of course. What would you like to take?
- Girl: Umm, can I take some chocolate?
- Man: No, we don't have any. How about some apples?
- Girl: Sarah doesn't like apples. Can I take some cookies?
- Man: OK, you can take the cookies we made yesterday.
- Girl: Great! I can't wait!

Now listen to Part 4 again.

[The recording is repeated.]

That is the end of Part 4.

Listening Part 5

Track 05

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

- Girl: This is a great picture. Can I colour it?
- Man: Of course you can. What would you like to colour first?
- Girl: The pyramid.
- Man: OK. Make it yellow.

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

1

- Girl: What shall I colour now?
- Man: Can you see the two flags at the back of the picture?
- Girl: Yes, shall I colour the big one or the small one?
- Man: Colour the big one blue.
- Girl: OK.

2

- Girl: Can I write something now?
- Man: Yes, OK. Do you remember the pyramid that you coloured?
- Girl: Yes, I do. It's very big.
- Man: Yes, it is. Could you write the word "big" on the pyramid?
- Girl: No problem!

3

- Girl: Can I write something else?
- Man: No, let's do some more colouring now. There's a man on a camel.
- Girl: Yes, I can see him.
- Man: Can you colour his hat pink?
- Girl: OK. That's easy.

4

- Girl: Can I write something else now?
- Man: Yes, OK. Look at the little boy at the front of the picture with the toy cars. He's got a T-shirt with words on it, but one word is missing. "I love ..." can you see that?
- Girl: Yes, I can. But I don't know what the missing word is.
- Man: It's "cars". It should say "I love cars". Can you write the word "cars" for me?
- Girl: OK, I'll do that now.

5

- Man: And last, would you like to colour one of the goats?
- Girl: Yes, but which one? The one in front of the camel?
- Man: No, don't colour that one. Colour the one at the back under the flags.
- Girl: What colour shall I use?
- Man: I think red is a good colour for that goat.
- Girl: Yes. The picture looks good now, doesn't it?
- Man: Yes, it does.

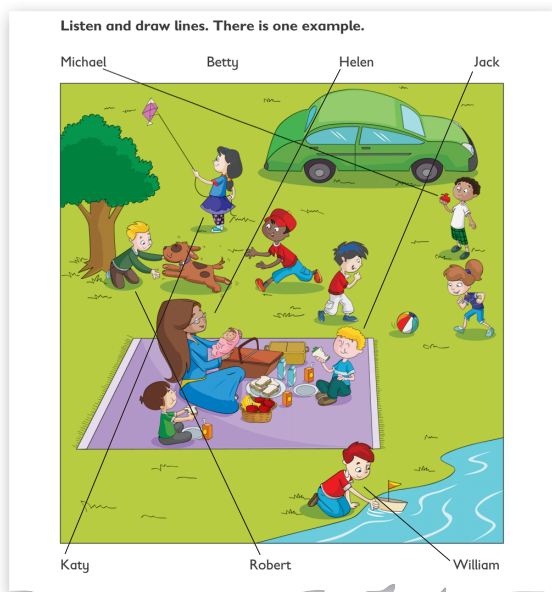
Now listen to Part 5 again.

[The recording is repeated.]

That is the end of the A2 Flyers Listening Test, Test 1.

Test 1: Answer key

Listening Part 1 (5 marks)



Listening Part 2 (5 marks)

- | | |
|-----------|----------|
| 1 museums | 2 Grange |
| 3 sister | 4 6/six |
| 5 train | |

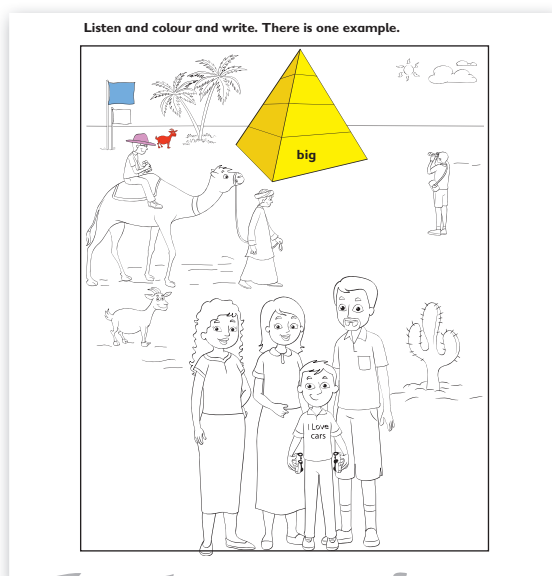
Listening Part 3 (5 marks)

- | | |
|-------------|---------|
| football B | DVD H |
| umbrella F | torch A |
| toy train C | |

Listening Part 4 (5 marks)

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

Listening Part 5 (5 marks)



Reading & Writing Part 1 (10 marks)

- | | |
|---------------|----------------|
| 1 a dentist | 2 a comb |
| 3 an umbrella | 4 an astronaut |
| 5 an octopus | 6 a stamp |
| 7 a knife | 8 a dictionary |
| 9 medicine | 10 butter |

Reading & Writing Part 2 (5 marks)

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

Reading & Writing Part 3 (6 marks)

- | | |
|-------------|--|
| 1 old | 2 excited |
| 3 show | 4 turned |
| 5 dinosaurs | 6 Michael's exciting afternoon at the museum |

Reading & Writing Part 4 (10 marks)

- | | |
|---------|---------|
| 1 don't | 2 so |
| 3 as | 4 These |
| 5 eat | 6 have |
| 7 many | 8 their |
| 9 ride | 10 in |

Reading & Writing Part 5 (7 marks)

- Harry and Emma took Jack with them on their walk.
- They had sandwiches, cake and lemonade for their picnic.
- As they were going home, Emma fell over and hurt her foot.
- Emma couldn't walk any more.
- Harry sent Jack to get help.
- They waited on the mountain for two hours before help arrived.
- Dad carried/took Emma home.

Reading & Writing Part 6 (5 marks)

- | | |
|------------------------|-------------------------|
| 1 because/as/since/and | 2 going/planning/hoping |
| 3 old | 4 play |
| 5 to | |

Reading & Writing Part 7 (15 marks)

Suggested answer.

A man is taking a photo of a monkey at the zoo. Now, the man is eating a banana. The monkey takes the camera. The monkey has the camera and is taking a photo of the man.

Test 1: Scripts for Speaking

Speaking Parts 1–5

Track 06

[This is the recording without student's responses. This recording includes pauses so that your child can practise taking part in the Speaking Test. Sometimes, you might need to pause the track for longer, to give your child time to respond.]

Track 07

[This is the recording with student's responses.]

Part	To do	To say	Student's response (variations possible)	Back-up questions
1	[The usher brings the student in.]	[The usher to the examiner: <i>Hello, this is (student's name).</i>] <i>Hello (student's name). My name's (examiner's name).</i> <i>What's your surname?</i> <i>How old are you?</i>	<i>Hello.</i> <i>(Surname.)</i> <i>Ten. etc.</i>	<i>What's your family name?</i> <i>Are you ten?</i>
	Show the student both find the differences pictures.	<i>Now, here are the two pictures. My picture is nearly the same as yours, but some things are different.</i>		Point at relevant differences. Repeat statement. Ask back-up question.
	Point to the sun in your picture and the cloud in the student's picture.	<i>For example, in my picture, it's a sunny day, but in your picture, it's cloudy.</i>		
	Describe things without pointing.	<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 one big purple tent.</i>	<i>In my picture, there is one big purple tent and one small blue tent.</i>	<i>How many tents are there?</i>
		<i>In my picture, there are some apples in the tree.</i>	<i>In my picture, there are some oranges in the tree.</i>	<i>What's in the tree?</i>
		<i>In my picture there are two cows in the field.</i>	<i>In my picture, there are two sheep in the field.</i>	<i>Can you see any animals? Where?</i>
		<i>In my picture, the man next to the tent is wearing a red sweater.</i>	<i>In my picture, the man next to the tent is wearing a green sweater.</i>	<i>What's the man wearing?</i>
		<i>In my picture, the woman in the chair is reading a book.</i>	<i>In my picture, the woman in the chair is sleeping.</i>	<i>What's the woman doing?</i>

Part	To do	To say	Student's response (variations possible)	Back-up questions
		<i>In my picture, two boys are playing football.</i>	<i>In my picture, a boy and a girl are playing football.</i>	<i>How many boys can you see? How many girls can you see?</i>
2	Show the student both information exchange cards. Then point to the student's information page.	<i>Helen and Harry like going to restaurants. I don't know anything about Harry's favourite restaurant, but you do. So I'm going to ask you some questions.</i>		Point at the information.
	Point to the boy on the student's information page. Ask the questions.	<i>What's the name of Harry's favourite restaurant?</i> <i>Is it expensive or cheap?</i> <i>How often does he visit?</i> <i>What time does it close?</i> <i>Is it near his home?</i>	<i>Ben's Burgers.</i> <i>It's cheap.</i> <i>He visits every Saturday.</i> <i>It closes at ten o'clock.</i> <i>Yes, it is.</i>	Point at the information cues.
	Point to the woman on the student's information page.	<i>Now you don't know anything about Helen's favourite restaurant, so you ask me some questions.</i>		
	Respond using information on the examiner's information page.	<i>Pasta Place.</i> <i>It's expensive.</i> <i>She visits once a month.</i> <i>It closes at midnight.</i> <i>No, it isn't.</i>	<i>What's the name of Helen's favourite restaurant?</i> <i>Is it expensive or cheap?</i> <i>How often does she visit?</i> <i>What time does it close?</i> <i>Is it near her home?</i>	
3	Show the student the picture story. Allow time to look at the pictures.	<i>These pictures tell a story. It's called "Mum and Richard's interesting picnic". Just look at the pictures first.</i> <i>It's a sunny day today, so Mum and Richard are getting ready for a picnic. Richard is helping Mum.</i>	<i>Mum and Richard are driving in the countryside. They're singing and they're very happy.</i>	Point at the pictures. Ask questions about the pictures. <i>What are Mum and Richard doing? Where are they?</i>

Part	To do	To say	Student's response (variations possible)	Back-up questions
		<i>Now you tell the story.</i>	<i>Mum and Richard are having a picnic. Mum is eating a sandwich Richard is eating cake. A cow is watching them.</i> <i>Mum and Richard are playing with a ball. They are not looking at the cow. The cow is near the picnic. The cow is looking at Mum's hat.</i> <i>The cow is eating Mum's hat. Richard is laughing.</i> <i>Now, Mum is angry.</i>	<i>What are they doing now? What are they eating? What's the cow doing?</i> <i>What are they doing now? Where is the cow now? What's the cow looking at?</i> <i>What's the cow doing? What's Richard doing?</i> <i>Is Mum happy?</i>
4	Put the pictures away.	<i>Now, let's talk about your school. How do you get to school?</i> <i>Where is your school?</i> <i>Who's your teacher?</i> <i>What's your favourite lesson?</i> <i>Tell me what you do at break time?</i> <i>OK, thank you. Goodbye.</i>	<i>By bike.</i> <i>It's in the middle of London.</i> <i>My teacher is Mrs Hill.</i> <i>My favourite lesson is English.</i> <i>I play football. I talk to my friends. I eat my snack.</i> <i>Goodbye.</i>	

Test 2: Audio scripts for Listening

Listening Part 1

Track 08

Hello. This is the Collins practice tests for Cambridge English Qualifications A2 Flyers Listening Test, Test 2.

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

Woman: Did you have a good time at Jim's birthday party?
Boy: Yes, I did. Look at this picture of the party.
Woman: Wow, it looks fun! Which one's Jim?
Boy: He's the boy wearing the red shorts. He's opening a present.
Woman: Oh yes.

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

Woman: And who's that naughty boy who is throwing grapes?
Boy: Oh, that's David. He's always naughty at school as well.
Woman: Oh dear.

Woman: And which one is Jim's mum? Is she the woman with the short brown hair?
Boy: No, Jim's mum has long blonde curly hair. She's wearing the striped sweater.
Woman: Oh yes, I see her. She doesn't look very happy.
Boy: No! She was angry with David!
Woman: I can't remember her name ...
Boy: She's called Sally.
Woman: Oh yes.

Boy: Can you see Paul?
Woman: Which one's he?
Boy: He's the one who's eating the chocolate cake.
Woman: Is he wearing a spotted green and black T-shirt?
Boy: Yes, that's him. He's smiling here, but he didn't have a very good afternoon.
Woman: Oh dear, why's that?
Boy: Well, he ate too much cake and felt ill.
Woman: Poor Paul.

Boy: And there's Emma. She's in my class at school.
Woman: Is Emma the girl with the guitar?
Boy: No, she's the girl who's playing the drums.
Woman: Was it a noisy party?
Boy: Yes!

Woman: And who's the girl with the guitar then?
Boy: That's Betty.
Woman: Can she play well?
Boy: Yes, very well. We danced to the music later.
Woman: That sounds fun!

Now listen to Part 1 again.
[The recording is repeated.]

That is the end of Part 1.

Listening Part 2

Track 09

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

Girl: What are we doing in our lesson today, Mr Black?
Man: Well, Jane, I'm going to tell you about an interesting new museum that has opened in town. Write down what I say, then you can tell your parents about it.
Girl: OK. What's the name of the museum?
Man: It's called the Station Museum.

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

Girl: What's inside the museum?
Man: Can you guess?
Girl: Hmm, Station Museum ... is it a train museum?
Man: Yes, well done, Jane. It's full of old trains. Some of them are more than 200 years old.
Girl: Wow! Can we go inside the old trains?
Man: Yes, you can.

Girl: When is it open, Mr Black?
Man: It's open from Tuesday to Saturday.
Girl: So, is it closed on Sunday and Monday?
Man: Yes, that's right.

Girl: And what time does it open?
Man: It opens at nine thirty and it closes at five thirty. Sorry, I mean five fifteen. Yes, that's right, it closes at five fifteen every day.
Girl: OK, I've written that down.

Man: Shall I tell you the address?
Girl: Yes, OK.
Man: It's 16 Digby Road. That's D-I-G-B-Y.
Girl: OK, I've got it.

Girl: Can you tell me the telephone number too?
Man: Yes, of course. It's four three six double two seven.
Girl: Thank you.
Man: That's OK. Perhaps your parents will take you.
Girl: I hope so. Or perhaps we could go on a class visit.
Man: Good idea, Jane.

Now listen to Part 2 again.
[The recording is repeated.]

That is the end of Part 2.

Listening Part 3

Track 10

Part 3. Listen and look. There is one example.
William wants to buy some presents for his family. What is he going to buy each person?

- Boy: Mum, I want to buy some presents for the family.
Woman: That's very kind, William. What are you going to get everyone?
Boy: Well, Grandma loves chocolate, doesn't she?
Woman: Yes, she does.
Boy: So, I think I'll get her a nice big box of chocolates.
Woman: OK.

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

- Woman: What about Dad? What are you going to get him?
Boy: Hmm, Dad loves taking photos with his camera.
Woman: Yes, you're right.
Boy: So I'm going to get him a book for photographers to help him take even better photos.
Woman: That's a great idea. He'll love that!
- Boy: Now, what shall I get for Aunt Pat?
Woman: How about getting her something to wear?
Boy: OK, I'll get her something for the winter. She's got a scarf so I'll get her some wool gloves to keep her warm.
Woman: Excellent.
- Boy: Now, what can I get for Uncle Robert?
Woman: He likes playing golf.
Boy: Yes! And he's always losing balls. Shall I get him some golf balls?
Woman: Yes, I think that's a good idea.
- Woman: And don't forget your cousins! What are you going to get for Sarah?
Boy: Well, she likes colouring pictures. Shall I get her a box of pencils in lots of different colours? Maybe I could get her a book of pictures to colour too?
Woman: I think that she'll be very happy with that.
Boy: Great!
- Boy: Now, what about Katy? That's more difficult. What does she like doing?
Woman: She likes writing her diary. You could get her a pen?
Boy: No, I don't want to buy a pen. I want to buy her a diary for next year.
Woman: Oh yes, that's a very good idea! Now, what are you going to get me?
Boy: I'm not going to tell you! You'll have to wait and see.

Now listen to Part 3 again.
[The recording is repeated.]

That is the end of Part 3.

Listening Part 4

Track 11

Part 4. Listen and look. There is one example.
Which holiday did Michael have this year?

- Woman: Hi, Michael. Did you have a good holiday?
Boy: Yes, I did.
Woman: Did you go to the beach?
Boy: No, I wanted to ski in the mountains, but it was too expensive. So we camped in a tent this year.

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

1

How did Michael go on holiday?

- Woman: That sounds like fun.
Boy: Yes, it was.
Woman: How did you get there? Did you go by train?
Boy: No, we wanted to take our bikes with us so we went by car.

2

Where did Michael stay?

- Woman: And where did you camp? Did you put your tent on the beach?
Boy: No, we found a nice field where we wanted to put our tent. But the farmer said we couldn't camp there. So then we found a better place under some trees and next to a river.
Woman: That sounds lovely!

3

What did Michael do on holiday?

- Woman: And what did you do on holiday? Did you go swimming in the river?
Boy: No, it was too cold. Dad did do some fishing in the river.
Woman: Did you do some fishing?
Boy: No, I played football with my brothers every day.

4

What did Michael eat on holiday?

- Woman: And what did you eat? Did you get your favourite burgers and chips?
Boy: No, no burgers! We ate the fish that Dad got when he fished in the river.
Woman: Hmm, talking about it is making me hungry!
Boy: The fish was very good!

5

What time did Michael go to sleep on holiday?

- Woman: Did you go to bed very late each night?
Boy: Yes, I usually go to bed at seven thirty or eight o'clock, but I didn't go to sleep on holiday until it was dark. That was nine thirty!
Woman: That's very late!
Boy: Yes, it was fun!

Now listen to Part 4 again.
[The recording is repeated.]

That is the end of Part 4.

Listening Part 5

Track 12

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

Girl: This picture looks interesting.
Man: Would you like to colour it?
Girl: Yes, please.
Man: OK. Can you see the car next to the house?
Girl: Yes, I can.
Man: Good. Colour it green.
Girl: OK.

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

1

Girl: What else shall I colour?
Man: Can you see the man who is skiing?
Girl: Yes, I can. That looks fun.
Man: Can you colour his scarf blue?
Girl: OK.

2

Girl: What shall I colour now?
Man: Let's see. There are two boys who are making a snowman?
Girl: Yes, I can see them. That's a great snowman!
Man: Can you see the smaller boy? He's in front of the snowman.
Girl: Yes, I can.
Man: Colour his trousers purple.
Girl: OK.

3

Girl: Can I write something in the picture now?
Man: Yes, good idea.
Girl: What shall I write?
Man: Can you write the word "hat" on the snowman's head?
Girl: Yes, of course! He looks like he wants to wear a hat!
Man: Yes, he does!

4

Man: Would you like to write something else now?
Girl: Yes!
Man: OK. Can you see the house at the back of the picture?
Girl: Yes, I can.
Man: Well, that's not a house. It's a café. Can you write the word "café" on it?
Girl: OK, I'll do that now.

5

Man: Now for some more colouring.
Girl: Oh, good.
Man: Can you see the girl with a big ball made of snow?
Girl: Yes, I can.
Man: Can you colour that ball yellow?
Girl: OK. The picture looks more interesting now, doesn't it?
Man: Yes, it does.

Now listen to Part 5 again.

[The recording is repeated.]

That is the end of the A2 Flyers Listening Test, Test 2.

Test 2: Answer key

Listening Part 1 (5 marks)



Listening Part 2 (5 marks)

- | | |
|---------------------|------------|
| 1 trains | 2 Saturday |
| 3 5.15/five fifteen | 4 Digby |
| 5 436227 | |

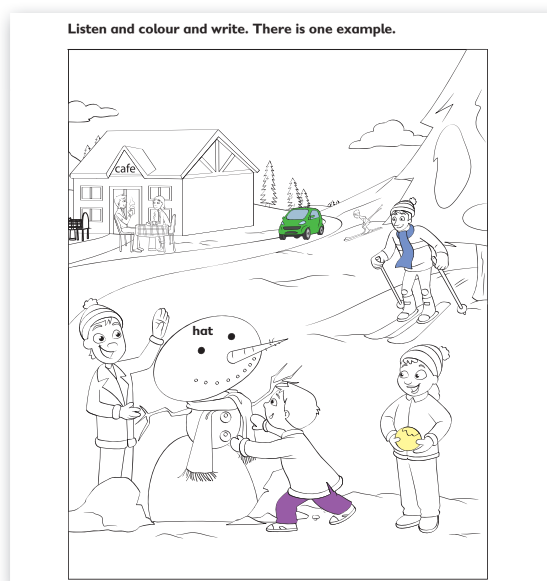
Listening Part 3 (5 marks)

- | | | | |
|--------------|---|----------|---|
| Dad | E | Aunt Pat | C |
| Uncle Robert | G | Sarah | D |
| Katy | F | | |

Listening Part 4 (5 marks)

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

Listening Part 5 (5 marks)



Reading & Writing Part 1 (10 marks)

- | | |
|-----------------|---------------|
| 1 a firefighter | 2 a butterfly |
| 3 gloves | 4 scissors |
| 5 a restaurant | 6 an envelope |
| 7 an ambulance | 8 a fork |
| 9 an artist | 10 a station |

Reading & Writing Part 2 (5 marks)

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

Reading & Writing Part 3 (6 marks)

- | | |
|----------|---------------------------|
| 1 hungry | 2 milk |
| 3 ate | 4 ride |
| 5 played | 6 A great visit to a farm |

Reading & Writing Part 4 (10 marks)

- | | |
|-----------|-----------|
| 1 went | 2 through |
| 3 every | 4 dance |
| 5 skating | 6 which |
| 7 need | 8 these |
| 9 but | 10 yet |

Reading & Writing Part 5 (7 marks)

- The bottom of the last box was broken so everything fell on the floor.
- Daisy found an interesting old green book.
- Daisy's grandmother told her that the book was her grandfather's diary.
- Daisy's grandfather was a famous artist.
- The next day, Daisy and her grandmother took the book to the museum in town.
- The man at the museum was very excited because he thought that the diary was a great treasure.
- Daisy's grandmother gave the diary to the museum so lots of people could read it.

Reading & Writing Part 6 (5 marks)

- | | |
|-------------------|-----------|
| 1 have | 2 when |
| 3 photos/pictures | 4 sending |
| 5 was | |

Reading & Writing Part 7 (15 marks)

Suggested answer

A woman is putting a cake in the oven. Now, she is sleeping in a chair. It looks like the cake is burning. The woman wakes up and takes the cake out of the oven. The cake is black and she is sad.

Test 2: Scripts for Speaking

Speaking Parts 1–5

Track 13

[This is the recording without student's responses. This recording includes pauses so that your child can practise taking part in the Speaking Test. Sometimes, you might need to pause the track for longer, to give your child time to respond.]

Track 14

[This is the recording with student's responses.]

Part	To do	To say	Student's response (variations possible)	Back-up questions
1	[The usher brings the student in.]	[The usher to the examiner: <i>Hello, this is (student's name).</i>] <i>Hello (student's name), my name's (examiner's name).</i> <i>What's your surname?</i> <i>How old are you?</i>	<i>Hello.</i> <i>(Surname).</i> <i>Ten. etc.</i>	<i>What's your family name?</i> <i>Are you ten?</i>
	Show the student both find the differences pictures.	<i>Now, here are the two pictures. My picture is nearly the same as yours, but some things are different.</i>		
	Point to the sun in your picture and the clouds in the student's picture.	<i>For example, in my picture, it's a sunny day and in your picture, it's a cloudy day.</i>		Point at relevant differences.
	Describe things without pointing.	<i>I'm going to say something about my picture. You tell me how your picture is different.</i> <i>In my picture, there's a square table.</i> <i>In my picture, a boy is eating an egg.</i> <i>In my picture, a dark-haired girl who is wearing a red sweater is brushing her hair.</i> <i>In my picture, there is a clock and the time is nine thirty.</i>	<i>In my picture, there's a round table.</i> <i>In my picture, a boy is eating a banana.</i> <i>In my picture, a dark-haired girl who is wearing a green sweater is brushing her hair.</i> <i>In my picture, there is a clock and the time is eight fifteen.</i>	Repeat statement. Ask back-up question. <i>Is the table round?</i> <i>What's the boy eating?</i> <i>Can you see the dark-haired girl who is brushing her hair? What's she wearing?</i> <i>What time is it?</i>

Part	To do	To say	Student's response (variations possible)	Back-up questions
		<p><i>In my picture, there is a man standing at the sink washing some clothes.</i></p> <p><i>In my picture, there is a dog who is eating some biscuits.</i></p>	<p><i>In my picture, there is a man standing at the sink washing some plates.</i></p> <p><i>In my picture, there is a dog who is drinking some water.</i></p>	<p><i>Can you see the man at the sink? What's he washing?</i></p> <p><i>What's the dog doing?</i></p>
2	<p>Show the student both information exchange cards. Then point to the student's information page.</p> <p>Point to the boy on the student's information page. Ask the questions.</p> <p>Point to the girl on the student's information page.</p> <p>Respond using information on examiner's information page.</p>	<p><i>David and Katy go to after-school clubs every week. I don't know anything about David's club, but you do. So I'm going to ask you some questions.</i></p> <p><i>What club does David do?</i></p> <p><i>What day is it?</i></p> <p><i>What time does it finish?</i></p> <p><i>How many children are there?</i></p> <p><i>Does he like it?</i></p> <p><i>Now you don't know anything about Katy's club, so you ask me some questions.</i></p> <p><i>Football club</i></p> <p><i>It's on Wednesday.</i></p> <p><i>It finishes at half past five.</i></p> <p><i>There are 23 children.</i></p> <p><i>No, she doesn't.</i></p>	<p><i>Art club.</i></p> <p><i>It's on Tuesday.</i></p> <p><i>It finishes at quarter past five.</i></p> <p><i>There are 12 children.</i></p> <p><i>Yes, he does.</i></p> <p><i>What club does Katy do?</i></p> <p><i>What day is it?</i></p> <p><i>What time does it finish?</i></p> <p><i>How many children are there?</i></p> <p><i>Does she like it?</i></p>	<p>Point at the information.</p> <p>Point at the information cues.</p>

Part	To do	To say	Student's response (variations possible)	Back-up questions
3	Show the student the picture story. Allow time to look at the pictures.	<p><i>These pictures tell a story. It's called "Help me down". Just look at the pictures first.</i></p> <p><i>The cat, Frank, has climbed the tree. But he can't climb down. He looks afraid.</i></p> <p><i>Now you tell the story.</i></p>	<p><i>Oliver is looking at Frank in the tree. He thinks that Frank can't climb down.</i></p> <p><i>Oliver climbs up the tree to get Frank. But Frank climbs down the tree.</i></p> <p><i>Oliver is in the tree. He can't climb down. Frank is looking at the man now. Oliver looks afraid. Frank looks happy.</i></p> <p><i>A fire engine has come. The firefighter helps Oliver to climb down from the tree. Frank is watching the men. Frank is laughing.</i></p>	<p>Point at the pictures. Ask questions about the pictures.</p> <p><i>What is Oliver doing? What's Frank doing? Where is Oliver? How does he look? Where is Frank?</i></p> <p><i>Who has come to help Oliver? What does the firefighter do? What's Frank doing?</i></p>
4	Put the pictures away.	<p><i>Now, let's talk about your birthday. When is your birthday?</i></p> <p><i>How old will you be on your next birthday?</i></p> <p><i>Did you have a birthday party last year?</i></p> <p><i>What's your favourite birthday cake?</i></p> <p><i>Tell me about what presents you like to get on your birthday.</i></p> <p><i>OK, thank you. Goodbye.</i></p>	<p><i>On 25 November.</i></p> <p><i>I'll be ten years old.</i></p> <p><i>Yes, I did. It was a football party.</i></p> <p><i>Chocolate cake.</i></p> <p><i>I like to get books. I like to get computer games. I like to get football cards.</i></p> <p><i>Goodbye.</i></p>	

Test 3: Audio scripts for Listening

Listening Part 1

Track 15

Hello. This is the Collins practice tests for Cambridge English Qualifications A2 Flyers Listening Test, Test 3.

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

Girl: We went on a class visit to the zoo today. Look at the picture I took.
Man: What a lot of children and animals!
Girl: Can you see Daisy?
Man: No, where is she?
Girl: She's there. She's next to the parrots. She's eating ice cream.
Man: Oh yes.

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

Man: Who's that girl?
Girl: The girl who's looking at the snakes?
Man: No, the one who's waving at the camels. Who's she?
Girl: That's Sarah.

Man: One person in the photo isn't smiling.
Girl: Oh, who do you mean?
Man: That boy there who's wearing a T-shirt with a dinosaur on it. Who's he?
Girl: That's Harry. He was sad because he lost his camera.
Man: Oh dear.

Man: And who's the blonde boy who's holding the toy camel?
Girl: That's Tom.
Man: Did he buy that camel at the zoo?
Girl: Yes, he did.

Girl: And there's my friend, Vicky.
Man: Is she the girl who's sitting down near the snakes?
Girl: No, Vicky's standing up. She's looking at a map of the zoo.
Man: Oh yes, with the striped shorts.
Girl: Yes, that's her.

Man: Whose dad came with you?
Girl: Vicky's dad came. He's called Peter.
Man: Is he the one talking on the phone?
Girl: No, that's our teacher. Peter is helping Harry with his shoe. He's wearing a green sweater.

Now listen to Part 1 again.
[The recording is repeated.]

That is the end of Part 1.

Listening Part 2

Track 16

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

Woman: Good morning, everyone. I have some exciting news. We're going to start a new club at school next year. Ask me some questions about it, then write down what I say.
Boy: What club is it, Mrs Park?
Woman: It's a pet club.

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

Boy: Wow! It sounds amazing!
Woman: Yes, Robert, I think it will be.
Boy: What animals will there be?
Woman: We're going to get some mice, rabbits and lizards.
Boy: Yes! I love rabbits!

Boy: What day will the club be?
Woman: It's going to be every Thursday.
Boy: Great!

Woman: Anything else you want to know?
Boy: Yes, what time will it be?
Woman: It'll be after school, from 4 o'clock to 4.30.
Boy: OK.
Woman: Any more questions?

Boy: Yes, which teacher will do pet club?
Woman: Mr Lewis will be doing pet club. That's L-E-W-I-S.
Boy: OK, I've written that.

Boy: Mrs Park, which classroom will pet club be in?
Woman: It'll be in the science room because that's where the pets will live.
Boy: Great. I can't wait!

Now listen to Part 2 again.
[The recording is repeated.]

That is the end of Part 2.

Listening Part 3

Track 17

Part 3. Listen and look. There is one example.
Helen is helping Dad to get the suitcase ready for their holiday. Where is each thing that she needs to find?

- Man: Helen, can you help me get ready for our holiday? We must put everything we need into the suitcase.
- Girl: OK, what do you need?
- Man: Go and get the camera first. It's on the shelf in my bedroom, the one near my bed.
- Girl: OK.

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

- Girl: What else, Dad?
- Man: We need our beach towels.
- Girl: Where are they?
- Man: They're in the cupboard behind the door in the bathroom. Go and get them for me, please.
- Man: We need to take the new books that we bought too.
- Girl: Oh yes!
- Man: They're in the living room, on the little table next to the bookcase. There are three books – can you bring me all of them?
- Girl: OK.
- Man: OK, what else do we need? Oh yes, I've forgotten to put my glasses in. Can you go and get those for me?
- Girl: Where are they, Dad?
- Man: They're on my desk, next to the telephone.
- Girl: OK. I'll get them now.
- Man: Oh, and we don't want to forget the sandwiches that I made for us to eat in the car.
- Girl: Have I got jam sandwiches, Dad?
- Man: Yes, of course! Now, go and get them for me. I've taken them out of the fridge already. They're on the kitchen table.
- Girl: Dad, can I take my favourite doll, Betty?
- Man: OK, if you want.
- Girl: But I don't know where she is.
- Man: She's under the bed in your bedroom. Quickly, go and get her, it's nearly time to go!

Now listen to Part 3 again.
[The recording is repeated.]

That is the end of Part 3.

Listening Part 4

Track 18

Part 4. Listen and look. There is one example.
Where did Jack go yesterday?

- Woman: Hi, Jack. You didn't go to school yesterday, did you?
- Boy: No, we're on summer holidays.
- Woman: Already?! So did you go to the park?
- Boy: No, not yesterday. I went to Emma's house to play.

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

1

Where does Emma live?

- Woman: Oh, great. Did you have fun?
- Boy: Yes, lots of fun!
- Woman: Where is Emma's house? Does she live in the city?
- Boy: No, she doesn't. She lives in a little village, next to a wood.

2

What pet does Emma have?

- Woman: And what did you do?
- Boy: First, we played with Emma's pet.
- Woman: Oh, is Emma the girl with the cat called George?
- Boy: No, it's my friend Sally who's got a cat.
- Woman: Oh, OK.
- Boy: Emma has a rabbit called Carrots.
- Woman: That's an excellent name for a rabbit.

3

What did Jack eat for lunch?

- Woman: Did Emma's dad make you some lunch?
- Boy: Yes, he did. He made some soup. I tasted it, but I didn't like it because it had onions in it.
- Woman: Oh dear.
- Boy: So, he made me a sandwich and I ate that.
- Woman: That was kind of him.

4

What did the children do in the afternoon?

- Woman: And what did you do in the afternoon? Did you play in the garden?
- Boy: No, it rained, so we stayed inside. We cooked some cakes.
- Woman: Great, did you bring some home for me?
- Boy: No, sorry! We ate them all!

5

What time did Jack get home?

- Woman: Did you get back home very late?
Boy: Yes, Dad came to get me at 8 o'clock and then he was talking to Emma's dad until 8.30. So we didn't get home until 9 o'clock.
Woman: Are you very tired today?
Boy: No, not really. I slept until 10 o'clock this morning.

Now listen to Part 4 again.

[The recording is repeated.]

That is the end of Part 4.

Listening Part 5

Track 19

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

- Woman: Would you like to colour this picture?
Boy: Yes, please.
Woman: Good, now, can you see the girl with long hair who is on the swing?
Boy: Yes, I can.
Woman: Can you colour her dress purple?
Boy: OK.

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

1

- Boy: What shall I colour now?
Woman: Can you see the man reading the newspaper at the front of the picture?
Boy: Yes, I can.
Woman: Can you colour his hat green?
Boy: Yes, OK. I'll do that now.

2

- Woman: Would you like to write something?
Boy: Yes, please. What shall I write?
Woman: Now, there's a problem with this picture. Look at the boys playing soccer. Can you see the problem?
Boy: Oh yes, they haven't got a ball. Have they lost it?
Woman: Perhaps. But can you write the word "ball" for them?
Boy: Yes, OK. I'll write it here at their feet. The ball might be here!
Woman: Yes, you're right!

3

- Woman: Now, can you see the ducks in the lake?
Boy: Yes, I can.
Woman: Would you like to colour one of the ducks?
Boy: Yes, but which one? The big one or the little one?
Woman: Colour the big one.
Boy: What colour shall I use?
Woman: Colour the big duck orange.
Boy: OK.

4

- Boy: Can I write something else now?
Woman: Yes, OK. Can you see the girl who is giving some bread to the ducks?
Boy: Yes, those ducks are hungry, aren't they?
Woman: Yes, they are.
Boy: What shall I write?
Woman: Can you write the word "duck" on the girl's dress?
Boy: Yes, of course. That's easy.

5

- Woman: Now, for some more colouring.
Boy: OK. Can I colour something pink?
Woman: OK, can you see the boy who is climbing the tree?
Boy: Yes, that looks dangerous, doesn't it?
Woman: You're right. Can you colour his shorts pink?
Boy: OK. I'll do that now.
Woman: Very good. The picture looks excellent now!

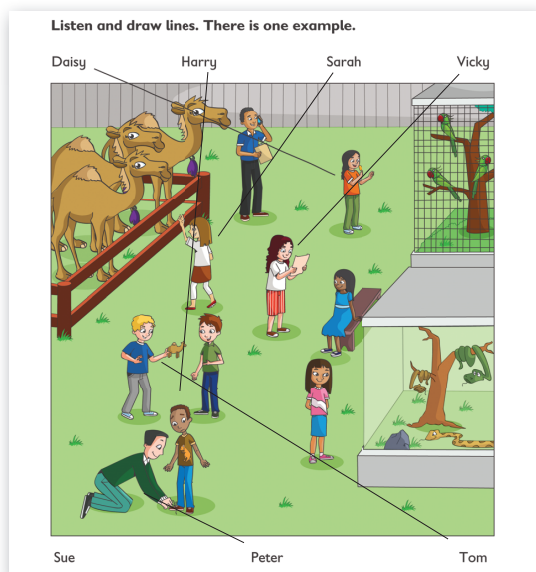
Now listen to Part 5 again.

[The recording is repeated.]

That is the end of the A2 Flyers Listening Test, Test 3.

Test 3: Answer key

Listening Part 1 (5 marks)



Listening Part 2 (5 marks)

- | | |
|-------------------------------|------------|
| 1 lizards | 2 Thursday |
| 3 4.00/4 o'clock/four o'clock | |
| 4 Lewis | 5 science |

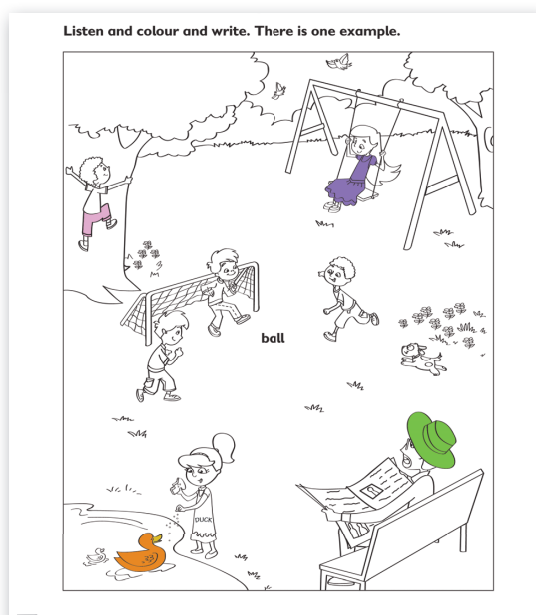
Listening Part 3 (5 marks)

- | | |
|-----------|--------------|
| towels B | books F |
| glasses G | sandwiches A |
| doll C | |

Listening Part 4 (5 marks)

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

Listening Part 5 (5 marks)



Reading & Writing Part 1 (10 marks)

- | | |
|-----------|------------|
| 1 chemist | 2 wings |
| 3 spoon | 4 rucksack |
| 5 camel | 6 pilot |
| 7 uniform | 8 belt |
| 9 museum | 10 swan |

Reading & Writing Part 2 (5 marks)

- | | |
|-----|-----|
| 1 H | 2 B |
| 3 A | 4 G |
| 5 C | |

Reading & Writing Part 3 (6 marks)

- | | |
|-------------|----------------------------|
| 1 lit | 2 guitar |
| 3 excellent | 4 wet |
| 5 need | 6 Camping too near the sea |

Reading & Writing Part 4 (10 marks)

- | | |
|-----------|------------|
| 1 to | 2 they |
| 3 didn't | 4 couldn't |
| 5 because | 6 But |
| 7 wrote | 8 learnt |
| 9 more | 10 if |

Reading & Writing Part 5 (7 marks)

- When Katy was looking at all the kittens in the shop, she couldn't decide which one to choose.
- Then she saw a little black and white kitten.
- The kitten was sitting in the corner of his cage, looking sad.
- Someone found the kitten hiding up a tree.
- When Katy picked him up, the kitten was very friendly.
- Katy decided to call the kitten Panda.
- Katy chose this name because the kitten was black and white and liked climbing trees.

Reading & Writing Part 6 (15 marks)

- | | |
|-----------|--------|
| 1 at | 2 film |
| 3 going | 4 my |
| 5 if/that | |

Reading & Writing Part 7 (5 marks)

Suggested answer

The boys are playing football in a field. A dog is pushing the ball with its nose. It wants to play football! The dog has scored a goal!

Test 3: Scripts for Speaking

Speaking Parts 1–5

Track 20

[This is the recording without student's answers. This recording includes pauses so that your child can practise taking part in the Speaking Test. Sometimes, you might need to pause the track for longer, to give your child time to respond.]

Track 21

[This is the recording with student's answers.]

Part	To do	To say	Student's response (variations possible)	Back-up questions
1	<p>[The usher brings the student in.]</p> <p>Show the student both find the differences pictures.</p> <p>Point to the boats in your picture and the boat in the student's picture.</p> <p>Describe things without pointing.</p>	<p>[The usher to the examiner: <i>Hello, this is (student's name).</i>]</p> <p><i>Hello (student's name), my name's (examiner's name).</i></p> <p><i>What's your surname?</i></p> <p><i>How old are you?</i></p> <p><i>Now, here are the two pictures. My picture is nearly the same as yours, but some things are different.</i></p> <p><i>For example, in my picture, there are two boats in the sea and in your picture, there is one boat in the sea.</i></p> <p><i>I'm going to say something about my picture. You tell me how your picture is different.</i></p> <p><i>In my picture, a man who is wearing blue trousers is playing the guitar.</i></p> <p><i>In my picture, some children are playing football.</i></p> <p><i>In my picture, there is a woman with curly black hair who is swimming in the sea.</i></p> <p><i>In my picture, there's a dark-haired girl eating an ice cream.</i></p>	<p><i>Hello.</i></p> <p><i>(Surname.)</i></p> <p><i>Eleven. etc.</i></p> <p><i>In my picture, a man who is wearing purple shorts is playing the guitar.</i></p> <p><i>In my picture, some children are playing volleyball.</i></p> <p><i>In my picture, there is a woman with straight blonde hair who is swimming in the sea.</i></p> <p><i>In my picture, there's a dark-haired girl eating a sandwich.</i></p>	<p><i>What's your family name?</i></p> <p><i>Are you eleven?</i></p> <p>Point at relevant differences. Repeat statement. Ask back-up question.</p> <p><i>Can you see the man who is playing the guitar? What's he wearing?</i></p> <p><i>What game are the children playing?</i></p> <p><i>Can you see the woman who is swimming in the sea? What's her hair like?</i></p> <p><i>Can you see the dark-haired girl? What's she doing?</i></p>

Part	To do	To say	Student's response (variations possible)	Back-up questions
		<p><i>In my picture, there's a café on the left, which is closed.</i></p> <p><i>In my picture, there's a man near the sea with black hair who is fishing.</i></p>	<p><i>In my picture, there's a café on the left, which is open.</i></p> <p><i>In my picture, there's a man near the sea with black hair who is taking a photo.</i></p>	<p><i>Can you see the café on the left? Is it closed?</i></p> <p><i>Can you see the man with black hair near the sea? What's he doing?</i></p>
2	<p>Show the student both information exchange cards. Then point to the student's information page.</p> <p>Point to the boy on the student's information page. Ask the questions.</p> <p>Point to the girl on the student's information page.</p> <p>Respond using information on the examiner's information page.</p>	<p><i>Robert and Emma like watching TV. I don't know anything about Robert's favourite programme, but you do. So I'm going to ask you some questions.</i></p> <p><i>What's the name of Robert's favourite TV programme?</i></p> <p><i>When is it on TV?</i></p> <p><i>How long is it?</i></p> <p><i>Do Robert's parents like it?</i></p> <p><i>Is it a funny programme or an exciting programme?</i></p> <p><i>Now you don't know anything about Emma's favourite programme, so you ask me some questions.</i></p> <p><i>Find the Treasure.</i></p> <p><i>On Saturday at half past five.</i></p> <p><i>One hour.</i></p> <p><i>No, they don't.</i></p> <p><i>It's a funny programme.</i></p>	<p><i>Pirate Silver Beard.</i></p> <p><i>On Monday at seven o'clock.</i></p> <p><i>45 minutes.</i></p> <p><i>Yes, they do.</i></p> <p><i>It's an exciting programme.</i></p> <p><i>What's the name of Emma's favourite TV programme?</i></p> <p><i>When is it on TV?</i></p> <p><i>How long is it?</i></p> <p><i>Do Emma's parents like it?</i></p> <p><i>Is it a funny programme or an exciting programme?</i></p>	<p>Point at the information.</p> <p>Point at the information cues.</p>

Part	To do	To say	Student's response (variations possible)	Back-up questions
3	Show the student the picture story. Allow time to look at the pictures.	<p><i>These pictures tell a story. It's called "The worst waiter". Just look at the pictures first.</i></p> <p><i>Sarah and William are in a café. They are having a good time and they are happy.</i></p> <p><i>Now you tell the story.</i></p>	<p><i>The waiter is carrying a bowl of soup and some chocolate cake to Sarah and William's table.</i></p> <p><i>The waiter is falling over. He's going to drop the soup and the cake.</i></p> <p><i>The bowl of soup has fallen on Sarah's head. The chocolate cake is on William's face.</i></p> <p><i>Sarah and William are dirty and angry. They are leaving the café. The waiter is sorry.</i></p>	<p>Point at the pictures.</p> <p>Ask questions about the pictures. What's the waiter doing?</p> <p>What's happened to the waiter now? What's going to happen to the soup and cake?</p> <p>What's happened to the soup? What's happened to the chocolate cake?</p> <p>How do Sarah and William look? What are they doing? How does the waiter look?</p>
4	Put the pictures away.	<p><i>Now, let's talk about your holidays. Where was your last holiday?</i></p> <p><i>Who went with you?</i></p> <p><i>How did you get there?</i></p> <p><i>What did you do there?</i></p> <p><i>Tell me about your favourite holiday.</i></p> <p><i>OK, thank you. Goodbye.</i></p>	<p><i>In France.</i></p> <p><i>My mother, my father and my sister.</i></p> <p><i>By plane.</i></p> <p><i>I went swimming.</i></p> <p><i>I went camping. I went with my dad. I had fun.</i></p> <p><i>Goodbye.</i></p>	

Glossary

adjective

An adjective is a word that describes a noun. It is used for telling you more about a person or thing.

*She's a **young** girl.*
*His bike is **red**.*
*It's a **beautiful** bird.*

adverb

An adverb is a word that gives more information about when, how, or where something happens.

*He spoke **slowly** and clearly.*
*I want to get **down** now.*

noun

A noun is a word that refers to a person, a thing, or a quality. A countable noun is something that can be counted, and has both a singular and plural forms, e.g. *an apple, two apples*. An uncountable noun is something that can't be counted, and does not have a plural form, e.g. *water, milk*.

***Lemons** are yellow.*
*Pat has two **cats**.*
*I'd like some **water**, please.*

preposition

A preposition is a word that describes where something is, e.g. *in, on, under, behind, between, next to, in front of*.

*The ball is **under** the chair.*
*The cake is on the table **next to** the lemonade.*

pronoun

A pronoun is a word that you use instead of a noun, when you do not need or want to name someone or something directly.

*Fred took the book and opened **it**.*
*He rang Mary and invited **her** to dinner.*

verb

A verb is a word that describes an action or a state of being.

*The cat **is sleeping** on the chair.*
*Nick **is happy**.*
*I **like** ice cream.*

Vocabulary list

Below is the official vocabulary list for *Cambridge English Qualifications A2 Flyers*. The words and phrases have been arranged thematically. Some words appear in more than one theme.

Key	(n) noun	(pl) plural noun	(s) singular noun	(v) verb
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	Pre A1 Starters		A1 Movers		A2 Flyers	
Animals	animal	hippo	bat	panda	beetle	fur
	bear	horse	bear	parrot	butterfly	insect
	bee	jellyfish	cage	penguin	camel	octopus
	bird	lizard	dolphin	pet	creature	swan
	cat	monkey	fly	puppy	dinosaur	tortoise
	chicken	mouse/mice	jungle	rabbit	eagle	wild
	cow	pet	kitten	shark	extinct	wing
	crocodile	polar bear	lion	snail		
	dog	sheep (s & pl)		whale		
	donkey	snake				
	duck	spider				
	elephant	tail				
	fish (s & pl)	tiger				
	frog	zebra				
	giraffe	zoo				
	goat					
The body & face	arm	hand	back	neck	elbow	
	body	head	beard	shoulder	finger	
	ear	leg	blond(e)	stomach	knee	
	eye	mouth	curly	straight	toe	
	face	nose	fair	thin		
	foot/feet	smile	fat	tooth/teeth		
	hair		moustache			
Clothes	bag	shirt	coat		belt	ring
	baseball cap	shoe	helmet		bracelet	shorts
	boots	shorts	scarf		costume	spot
	clothes	skirt	sweater		crown	spotted
	dress	sock	swimsuit		design	stripe
	glasses	trousers			designer	striped
	handbag	T-shirt			glove	sunglasses
	hat	watch			necklace	trainers
	jacket	wear			pocket	umbrella
	jeans				pyjamas	uniform
Colours	black	pink			gold	spotted
	blue	purple			silver	stripe
	brown	red			spot	striped
	green	white				
	grey (or gray)	yellow				
	orange					

	Pre A1 Starters		A1 Movers		A2 Flyers	
Family & friends	baby	mother	aunt		husband	
	boy	Mr	daughter		married	
	brother	Mrs	granddaughter		surname	
	child/children	mum (US mom)	grandparent		wife	
	cousin	old	grandson			
	dad	person/people	grown-up			
	family	sister	parent			
	father	their	son			
	friend	them	uncle			
	girl	they				
	grandfather	us				
	grandma	we				
	grandmother	woman/women				
	grandpa	you				
	kid	young				
	live	your				
	man/men					
	Miss					
Food & drink	apple	kiwi	bottle		biscuit (US cookie)	oven
	banana	lemon	bowl		butter	pepper
	bean	lemonade	cheese		cereal	piece
	bread	lime	coffee		cookie (UK biscuit)	pizza
	breakfast	lunch	cup		delicious	salt
	burger	mango	glass		flour	smell (v)
	cake	meat	hungry		fork	smell (like) (v)
	carrot	meatballs	milkshake		honey	snack
	chicken	milk	noodles		jam	spoon
	chips (US fries)	onion	pancake		knife	strawberry
	coconut	orange	pasta		meal	sugar
	dinner	pea	picnic		olives	taste (like)
	drink (n & v)	pear	plate			yoghurt
	eat	pie	salad			
	egg	pineapple	sandwich			
	fish	potato	sauce			
	food	rice	soup			
	fries (UK chips)	sausage	tea			
	fruit	tomato	thirsty			
	grape	water	vegetable			
	ice cream	watermelon				
	juice					
Health			cold	hurt	bandage	
			cough	ill	chemist('s)	
			cry	matter (what's the matter?)	cut	
			doctor	nurse	dentist	
			earache	sick	fall over	
			fall	stomach-ache	ill	
			fine	temperature	medicine	
			headache	tired	sore	
			hospital	toothache	x-ray	

	Pre A1 Starters		A1 Movers		A2 Flyers		
The home	apartment	house	address	floor (e.g. ground, 1 st)	brush		
	armchair	kitchen	balcony	internet	comb		
	bath	lamp	basement	laptop	cooker		
	bathroom	living room	blanket	lift (US elevator)	cushion		
	bed	mat	downstairs	message	diary		
	bedroom	mirror	dream	roof	entrance		
	bookcase	painting	elevator (UK lift)	seat	envelope		
	box	phone		shower	fridge		
	camera	picture		stair(s)	gate		
	chair	poster		toothbrush	key		
	clock	radio		toothpaste	letter		
	computer	room		towel	oven		
	cupboard	rug			screen		
	desk	sleep			shampoo		
	dining room	sofa			shelf		
	doll	table			soap		
	door	television/TV			stamp		
	flat	toy			swing		
	floor	tree			telephone		
	flower	wall			Wi-Fi		
	garden	window					
	hall						
	Materials					card	plastic
						glass	silver
						gold	wood
				metal	wool		
				paper			
Numbers	1–20		21–100	pair	101–1000	several	
			hundred	1 st –20 th	million	thousand	
Places & directions	behind	park	above	hospital	airport	left	
	between	shop (US store)	along	library	bank	London	
	here	store (UK shop)	around	map	bridge	middle	
	in	street	below	market	building	motorway	
	in front of	there	building	near	bus stop	museum	
	next to	under	bus station	opposite	castle	north	
	on	zoo	bus stop	place	chemist('s)	over	
			café	road	circus	path	
			car park	shopping centre	club	police station	
			centre	sports centre	college	post office	
			cinema	square	corner	restaurant	
			circle	station	east	right	
			circus	straight	end	skyscraper	
			city/town centre	supermarket	factory	south	
			farm	swimming pool	fire station	stadium	
			funfair	town/city centre	front	straight on	
					get to	theatre	
					gym	university	
					hotel	way	
					kilometre (US kilometer)	west	

	Pre A1 Starters		A1 Movers	A2 Flyers
School	alphabet	look	break	art
	answer	name	homework	backpack (UK rucksack)
	ask	number	internet	bin
	board	open	mistake	club
	book	page	teach	college
	bookcase	painting	text	competition
	class	paper	website	dictionary
	classmates	part		(open and close a) file
	classroom	pen		flag
	close	pencil		geography
	colour	picture		glue
	computer	playground		group
	correct	question		history
	count	read		language
	crayons	right (as in correct)		maths (US math)
	cross	rubber		online
	cupboard	ruler		program
	desk	school		project
	door	sentence		rucksack (US backpack)
	draw(ing)	spell		science
	English	stand (up)		scissors
	eraser	story		screen
	example	teacher		shelf
	find	tell		student
	floor	tick (<i>n & v</i>)		study
	know	understand		subject
	learn	wall		teach
	lesson	window		timetable
	letter (as in alphabet)	word		university
	line	write		Wi-Fi
	listen (to)			

	Pre A1 Starters		A1 Movers		A2 Flyers	
Sports & leisure	badminton	kite	app	party	act	pyramid
	ball	listen (to)	bat	player	backpack (UK rucksack)	quiz
	baseball	paint(ing)	band (music)	pool	cartoon	race
	basketball	paper	cinema	practice	channel	rock music
	bat	photo	CD	practise	chess	rucksack (US backpack)
	beach	piano	comic/comic book	present	collect	score
	bike	picture	dance	ride (n)	concert	ski (n & v)
	boat	play (with)	drive (n)	roller skates	cycle	sledge
	book	radio	DVD	roller skating	diary	snowball
	bounce	read	e-book	sail	drum	snowboard
	camera	ride (v)	email	score	enter (a competition)	snowboarding
	catch	run	film (US movie)	skate	festival	snowman
	doll	sing	fish	skip	flashlight (UK torch)	stadium
	draw(ing)	skateboard	go shopping	sports centre	goal	stage (theatre)
	drive (v)	skateboarding	goal	swim (n)	golf	suitcase
	enjoy	soccer (UK football)	holiday	swimming pool	hotel	surprise
	favourite	song	hop	text	instrument	swing
	fish(ing)	sport	ice skates	towel	invitation	team
	fly	story	ice skating	video	join (a club)	tent
	football (US soccer)	table tennis	kick (n)	walk (n)	magazine	torch (US flashlight)
	fun	tablet	movie (UK film)		match (football)	tune
	game	television/TV	net		meet	umbrella
	guitar	tennis			member	violin
	hit	tennis racket			online	volleyball
	hobby	throw			player	winner
	hockey	toy			pop music	
	jump	TV/television			prize	
	kick (v)	watch			programme (US program)	

	Pre A1 Starters		A1 Movers		A2 Flyers	
Time	afternoon birthday clock day end	evening morning night today watch	after always before every never o'clock sometimes week weekend yesterday	The days of the week: Sunday Monday Tuesday Wednesday Thursday Friday Saturday	a.m. ago at the moment autumn (US fall) calendar century date early fall (UK autumn) future half hour how long late later midday midnight minute month o'clock p.m. past	quarter spring summer time tomorrow tonight while winter The months of the year: January February March April May June July August September October November December
Toys	ball baseball basketball bike board game car doll football game helicopter kite	lorry (US truck) monster plane robot skateboard skateboarding teddy (bear) toy train truck (UK lorry)	model		crown puzzle racing (car/bike)	
Transport	bike boat bus car drive (v) fly (v) go helicopter lorry (US truck)	motorbike plane ride (v) run ship swim train truck (UK lorry) walk	bus station bus stop drive (n) driver	ride (n) station ticket tractor trip	airport ambulance bicycle engine fire engine (US fire truck) journey lift (ride) motorway passenger	platform railway rocket spaceship taxi timetable tour traffic tyre wheel
Weather	sun		cloud cloudy rain rainbow snow	sunny weather wind windy	fog foggy ice sky storm	

	Pre A1 Starters		A1 Movers		A2 Flyers	
Work	teacher		circus clown cook dentist doctor driver farmer	film (US movie) star hospital nurse pirate pop star work	actor journalist airport manager ambulance mechanic artist meeting astronaut news business newspaper businessman/ woman office photographer circus pilot cook police officer dentist program designer queen engineer rocket factory singer (open and close a) file taxi fire engine (US fire truck) waiter Wi-Fi firefighter job	
The world around us	beach sand sea shell	street sun tree water	building city country(side) field forest grass ground island jungle lake leaf/leaves moon	mountain plant river road rock sky star town village waterfall wave world	air hole bridge nest building ocean castle planet cave pond desert pyramid Earth sky entrance space environment step exit stone fire stream future view gate wood hill	
Useful words and Expressions	bye cool fantastic fun go to bed go to sleep goodbye hello hi hooray I don't know no oh dear oh	OK pardon please right so sorry thank you thanks then well well done wow yes	all right Brilliant! excuse me! good morning good afternoon good evening good night fine! Great! How about...? (suggestion)	I didn't hear you I didn't understand you What a beautiful day! What did you say? What's the matter?	Amazing! Excellent! Go away! If you want! In a minute! No problem! Of course (not)! What's it like?	

	Pre A1 Starters		A1 Movers		A2 Flyers	
Adjectives	angry	its	afraid	huge	alone	left (direction)
	beautiful	long	all	hungry	amazing	light
	big	my	all right	ill	bored	little
	clean	new	asleep	last	brave	lovely
	closed	nice	awake	little	broken	low
	cool	old	back	loud	cheap	lucky
	correct	our	bad	naughty	dangerous	married
	dirty	right (correct)	best	pretty	dark	metal
	double	sad	better	quick	dear	middle
	English	scary	blond(e)	quiet	deep	missing
	fantastic	short	boring	round	early	next
	favourite	silly	bottom	sick	empty	noisy
	funny	small	brave	square	enormous	online
	good	sorry	brilliant	straight	enough	paper
	great	their	busy	strong	excellent	plastic
	happy	ugly	careful	sunny	excited	pleased
	her	young	clever	surprised	expensive	poor
	his	your	cloudy	sweet	extinct	popular
			cold	tall	far	racing
			curly	terrible	fast	ready
			dangerous	thin	frightening	rich
			different	third	foggy	right (direction)
			difficult	thirsty	friendly	same
			dry	tired	front	several
			easy	top	full	silver
			exciting	weak	fun	soft
			famous	well	furry	special
			fair	wet	glass	spotted
			fat	windy	gold	strange
			fine	worse	half	striped
			first	worst	hard	sure
			frightened	wrong	heavy	tidy
			hot		high	unfriendly
					horrible	unhappy
					ill	unkind
					important	untidy
					interested	unusual
					interesting	warm
					kind	wild
					large	wonderful
					late	worried
					lazy	

	Pre A1 Starters		A1 Movers		A2 Flyers	
Determiners	a/an a lot of lots of many my no one	some that the these this those	all another any both	every more most	each a few a little much other such	
Adverbs	a lot again here lots not now	then there today too very	all all right always back badly best better carefully down downstairs first how how much how often inside last loudly more most near never	o'clock off often on only out outside quickly quietly round second sometimes then third up upstairs well when worse worst yesterday	actually after ago already also anywhere as as ... as at the moment away before by myself by yourself early else ever everywhere far fast hard how long instead just	late later a little much next nowhere o'clock of course once over perhaps quite so somewhere soon still straight on suddenly together tomorrow tonight usually yet
Prepositions	about at behind between for from in in front of	like next to of on to under with	above after along around at before below by down	inside into near off on opposite round than up	across during for over past	since through until without
Conjunctions	and but	or	because than	then	after before	with so

	Pre A1 Starters		A1 Movers		A2 Flyers	
Pronouns	he	she	all	most	anyone	
	her	that	another	nothing	anything	
	hers	theirs	any	someone	each	
	him	them	both	something	enough	
	his	these	everyone	which	much	
	I	they	everything	who	no-one	
	it	this	more		other	
	its	those			where	
	me	us				
	mine	we				
	one	you				
	ours	yours				
Verbs	Irregular:	look at	Irregular:	Regular:	Irregular:	explain
	be	love	be called	call	be going to	explore
	catch (a ball)	make	bring	carry	begin	fetch
	choose	put	build	change	break	finish
	come	open	buy	climb	cut	follow
	count	paint	catch (e.g. a bus)	cook	fall over	glue
	do	phone	dry	cry	feel	guess
	draw	pick up	fall	dance	find out	happen
	drink	play (with)	feed	dream	forget	hate
	drive	point	get (un)dressed	dress up	get to	hope
	eat	read	get (up/on/off)	drop	go out	hurry
	find	ride	go shopping	email	grow	improve
	fly	run	grow	film	hear	invent
	get	say	have (got) to	fish	keep	join (a club)
	give	see	hide	fix	leave	land
	go	sing	hurt	help	let	lift
	have	sit (down)	lose	hop	lie (down)	look after
	have (got)	sleep	mean	invite	make sure	look (like)
	hit	spell	must	laugh	meet	mind
	hold	stand (up)	put on	look for	sell	mix
	know	swim	send	move	send	post
	learn	show	take	need	should	prefer
	Regular:	smile	take off	plant	smell	prepare
	add	start	teach	practise	speak	pull
	answer	stop	think	rain	spend	push
	ask	take (a photo)	wake up	sail	swing	race
	bounce	tell		score	take (time)	remember
	clap	talk		shop	teach	repair
	clean	test		shout	win	repeat
	close	throw		skate	Regular:	save
	colour	tick		skip	act	score
	complete	try		snow	agree	search
	cross	understand		text	appear	ski
	enjoy	walk		travel	arrive	sledge
	jump	want		video	believe	sound
	kick	watch		wait	borrow	sound like
	learn	wave		wash	brush	stay
	look					

	Pre A1 Starters		A1 Movers		A2 Flyers	
	like listen (to) live	wear write	water work		burn camp chat collect comb cycle decide design disappear end enter (a competition)	study taste taste like thank tidy touch turn turn (off/on) use visit whisper whistle wish
Modals	can/cannot/ can't		could (past tense of can) must shall would		could (possibility) may might should will	
Questions words	how how many how old what	where which who whose	how much how often when why		how long	
Names	Alex Alice Ann Anna Ben Bill Eva Jill Kim	Lucy Mark Matt May Nick Pat Sam Sue Tom	Charlie Clare Daisy Fred Jack Jane Jim Julia	Lily Mary Paul Peter Sally Vicky Zoe	Betty David Emma Frank George Harry Helen Holly Katy	Michael Oliver Richard Robert Sarah Sophia William