

Collins

Cambridge English Qualifications

A2 Flyers

Three Practice Tests

Teacher's Guide

Collins

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Introduction

Welcome to the Teacher'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 teachers and students to understand how the test works. It is full of tips and ideas to help students 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 students enjoy preparing for *Cambridge English Qualifications A2 Flyers*. Good luck!

Cambridge English Qualifications Young Learners tests

The *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 students.

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 students on test day (see page 25) and vocabulary practice for you to do with your students (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 tests in your classroom:

- **Examine the structure of the papers**
Help students 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 students become familiar with the rubrics, then they won't misinterpret instructions on test day and lose marks.
- **Create the exam experience**
You can get your students 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 the students will find the language all mixed together as it will be in the test. The practice tests give you the opportunity to recycle and revise topic work that you 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 students

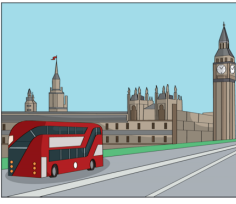
- Listen carefully to the instructions.
- Remember that you will hear an example once at the start of each part.
- Stay calm – remember that each recording will be played twice, so you will have time to think about and check your answer before you write it.
- You don't have to spell the words perfectly 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 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 students

- 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 you know your numbers and letters really well before you go into the test.

Tips for teachers

- Play vocabulary games (see pages 26–27) with lexical items that students 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 students to spell the word for the class as a class activity. 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 students with plenty of practice in listening to numbers.




Listening Part 3


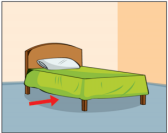


There are two sets of pictures in Part 3. On the left-hand page, there are six pictures of named people, things or places. On the right-hand page, there are eight pictures with letters but no names or words. Students listen to a dialogue, which is mainly led by one speaker. They match the lettered pictures 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="checkbox"/>
	football	<input type="checkbox"/>
	DVD	<input type="checkbox"/>

	
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 students

- 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.

Tips for teachers

- Play vocabulary games (see pages 26–27) with lexical sets that students 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).
- Project two sets of pictures onto the whiteboard, one named and one lettered, e.g. a set of named children and a set of items of lettered clothing. Then get students to write a sentence each linking one item from each set, e.g. *William bought some new shorts yesterday*. Collect in the sentences and read them aloud. Students must match the items that they hear.


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

1 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 students

- 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.

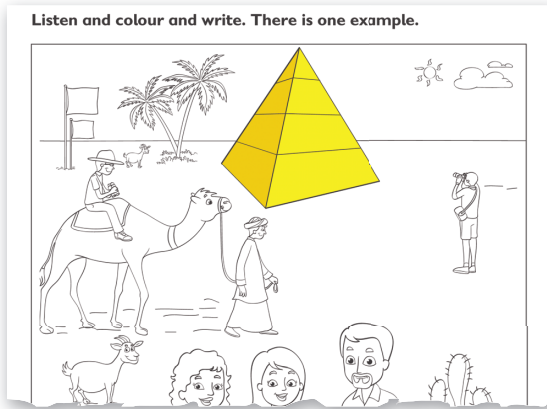
Tips for teachers

- Play vocabulary games (see pages 26–27) with lexical sets that students 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 students to work in pairs. Ask them each to draw three slightly different pictures and swap them with a partner. Then ask them to describe what is happening in one of the pictures and their partner must guess which one they 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 write. 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 students

- 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.

Tips for teachers

- Play vocabulary games (see pages 26–27) with lexical sets that students 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. Choose two pictures that contain lexical items from the *A2 Flyers* syllabus. Produce colour and black and white versions of both pictures. Get students to work in pairs. Give Student A a colour picture and Student B the same picture in black and white. Get them to sit back to back. Student A gives instructions to Student B to colour various items. Compare pictures at the end. Repeat, this time giving the colour version of the other picture to Student B. You could get students to draw their own colour and black and white pictures for this activity.
- Highlight and check the understanding of some of the common expressions from the recordings of this part of the test:
 - *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 three pictures	1

General tips for students

- 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	
medicine	1	This person looks after your teeth and helps you if you have toothache.	.....	a stamp
	2	You use this to make your hair look tidy.	.....
a dinosaur	3	You use this to stay dry when it is raining.	.....	a theatre
	4	This person goes in a rocket.	.....
a dictionary	5	This animal lives in the sea. It has eight legs.	.....	butter
	6	You put this on a letter before you send it.	.....
biscuits	7	You use this to cut food. It is usually made of metal.	.....	a snowman
	8	You use this book to find out what words mean.	.....
	9	A doctor might tell you to take this if you are ill.	.....
	10	You might put this on your bread with a knife. It is usually yellow and is made from milk.	.....
	a comb	an astronaut	soap	

Tips for students

- 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.

Tips for teachers

- Play vocabulary games (see pages 26–27) with the lexical sets that students 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 lexical sets, then mix the words up so that students get used to dealing with them together, as they will have to in this part of the test.
- Present lists of target nouns to students and ask them to write their own definitions of them. Then get them to swap with a partner and match the words to definitions.
- If appropriate in your classroom, give half the students the target nouns and half the students the target definitions, then encourage them to circulate and pair up correctly.

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 students

- 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.

Tips for teachers

- Provide plenty of practice in questions types and expected responses.

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

- Provide plenty of practice in responses to statements as well as questions, e.g. *Thank you* or *Good idea*.
- Cut up dialogues into statements and responses. Ask students to work in pairs to put them in the right order. Alternatively, if appropriate in your classroom, give one statement or response to each student and get them to circulate until they find their match.
- When students get more confident, you could get them to write their own jumbled dialogues in pairs, which they then swap with another pair.

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	dinoscurs	traffic	walking
dark	show	turned	excited	old

Tips for students

- 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.

Tips for teachers

- Make sure that your students are confident when it comes to identifying the different parts of language: noun, adjective, verb and adverb.
- Choose an extract from one of the students' readers 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 students 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 students become more confident, you could ask them to write little stories and blank out their own words. Check them before circulating to other students to complete.


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

1

2

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

Tips for students

- 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.

Tips for teachers

- Make sure that students are familiar with parts of language: preposition, pronoun, adverb and verb. Give the students a gapped text and get them to identify what sort of word would go in each gap. Then get them to shout out suggestions.
- Practise focusing on verbs.
 - Revise the present simple, present perfect and present continuous and the different forms required for each. Highlight the difference between the base form, the *-ing* form and the *-ed* form of the verbs that students might see here.
 - Revise the irregular past simple forms of the verbs from the A2 Flyers syllabus.
 - Revise auxiliary verbs and modal verbs that students might have to distinguish between here, e.g. *have*, *must*, *can*, *should*.
- Focus on prepositions: give instructions for children to put classroom objects *in*, *on*, *behind*, *in front of*, *under* their desks.
- Focus on conjunctions – give students two halves of sentences and get them to put them together using a conjunction from the A2 Flyers syllabus, e.g. *so*, *or*, *because*, *but*, *if*.
- Focus on pronouns: revise the different uses of *this*, *that*, *these*, *those* and personal pronouns.


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 students

- 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.

Tips for teachers


- Provide plenty of practice in the different ways we can refer to people or objects, e.g. *Harry and Emma, they, them, the children*.
- Highlight 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.
- Get students to read a story, then ask them to write some gapped sentences about it. Get them to swap sentences with a partner and fill in the gaps with suitable words.
- When students become more confident, you could ask them to write little stories including language from the *A2 Flyers* syllabus. Then they could swap stories with a partner and write gapped sentences for each other.

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 students

- 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.

Tips for teachers

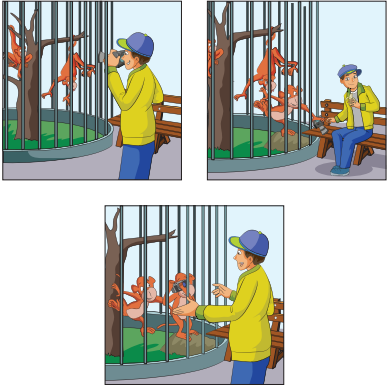
- Provide plenty of practice with common collocations, e.g. *write a letter, spend some money, listen to music.*
- Revise the formulaic set phrases and questions from the *A2 Flyers* syllabus, e.g. *How are you? What a good day! Would you like ...? This makes me hungry! What time ...? What else ...?*
- Practice 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.

Look at the three pictures. Write about this story. Write 20 or more words.



The image shows three sequential illustrations of a man in a yellow jacket and blue cap at a zoo enclosure. In the first illustration, the man is standing and taking a photograph of a monkey on a tree branch. In the second illustration, the man is sitting on a wooden bench, looking at a book. In the third illustration, the man is standing and feeding a monkey from a bowl.

Tips for students

- 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.

Tips for teachers

- Provide plenty of practice in story writing in your lessons.
- Ask students to draw three pictures, which tell a story. Then ask them to write the story.
- Ask students 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 students

- 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.

General tips for teachers

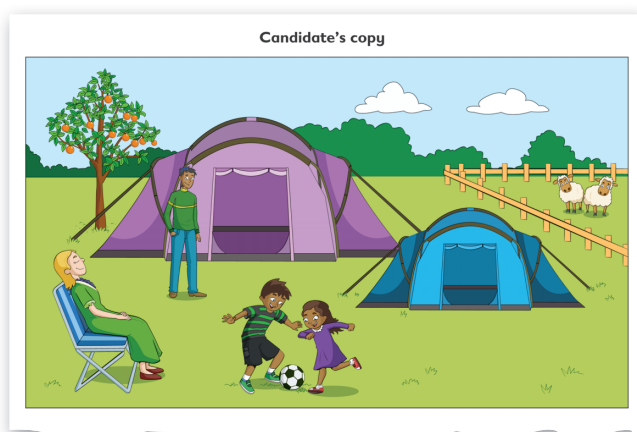
- Use the scripts for Speaking to help students to practise for this part of the test. The website provides recordings for each of the practice tests, first without student's responses so that students can practise giving their own responses – sometimes, you might need to pause the track for longer, to give students 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 students

- 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*.

Tips for students


- Play vocabulary games (see pages 26–27) with the lexical sets that students 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 students and ask them to draw what they hear, but don't be too precise about exact positional or colour details. Then get students 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		Helen's favourite restaurant	
What / name	Ben's Burgers	What / name	?
expensive / cheap	cheap	expensive / cheap	?
How often / visit	every Saturday	How often / visit	?
What time / close	10 o'clock	What time / close	?
near home	yes	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 students

- 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.

Tips for teachers

- Provide plenty of practice in different question types. There are three types of questions that students 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/Because ...
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.

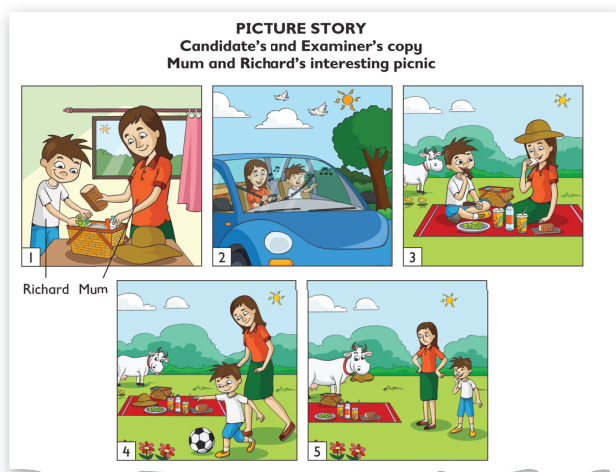
- Choice between two options question, e.g. *Is Helen's restaurant expensive or cheap? It's cheap.*

- Prepare information gap cards like the ones children will see in this part of the test so that your students get used to how the question prompts work. Choose topics related to the A2 Flyers syllabus, e.g. my favourite hobby or my best friend. Get students to fill in the information about themselves in one box, then work in pairs to ask and answer questions to fill in the information for their partner.

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 students

- 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.

Tips for teachers

- Provide plenty of practice in the structures that students may need to use in this part:
 - *there is/there are*
 - present tense of the verbs *be* and *have (got)*
 - present continuous of action verbs, e.g. *come, go, buy, put on, carry, open, laugh*
 - present perfect and *going to*.
- Play vocabulary games (see pages 26–27) with the lexical sets that students 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* syllabus. Cut them up and give a set of pictures to each pair of students. Ask them to put them in the right order and then describe what's happening in each picture. You could ask students 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 students

- 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.

Tips for teachers

- Give students plenty of practice in asking and answering personal questions. Write some questions on the board, e.g. *What's your favourite hobby? How old is your brother? Can you play tennis? Where did you go on your last holiday?* Ask a student to stand up and choose a question. They choose another student to ask the question to, who in turn stands up and answers it. Continue around the class.
- Do pair work. Write some personal questions on separate pieces of paper and hand them out. Students shuffle them and place them face down on the table. They take turns to choose a piece of paper and ask and answer questions in pairs.
- Devote time in the classroom to work on fluency. Allow students the chance to talk about a topic uninterrupted. Note down any mistakes for a feedback session at the end.

Tips for students 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 students need 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, students may need to understand the American words in some of the other parts of the test.

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

Make sure that students understand the words used in instructions that they will hear/see during the test by practising them in class. 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 students to call out the word, e.g. *volleyball*.
- Hold up a flashcard for students to build a sentence with the word, e.g. *We will play volleyball tomorrow. The children may not play volleyball today.*
- Use flashcards to prompt your students to 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*).
- Students take turns to come to the board and write a letter. First they say the letter. If it's correct, they write 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 no-one chooses that letter a second time.
- Continue until students have 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 one student to choose a word silently and whisper it to the student next to him or her.
- Students continue whispering the word around the group. The last student stands up and says the word to the group to see if it's the same as the original word chosen by the first student.

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 elicit the word from the class.
- Students take turns to come to the board and write one letter at a time. Each time they choose a letter they must cross it out from the anagram.
- Continue until they have completed the word.

Bingo!

- Choose a group of words you want to practise. Write the words on the board.
- Ask students 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 on the board.
- Call out or define the words from the list on the board in turn. Keep a secret note of the words as you say them, so that you don't repeat them.
- Students cross out the words on their grid as they hear them. The first student to cross off a line of three shouts *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*. Students call out *yes*. Hold up the skiing card and say *I'm playing golf*. Students call 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 ...*
- Choose a student to repeat the sentence and add a word, e.g. *I like chocolate and sweets ...* The next student repeats the sentence and adds another word, and so on.
- Continue until someone forgets a word in the chain or until you have practised all the words.

Snap!

- Choose a set of flashcards. Put the flashcards in a pile on the table. Choose a word from the group and write it on the board.
- Take a card from the pile, keeping it turned towards you and hidden from the class. Quickly turn it around so that they can see it. If the word represented by the flashcard matches the word written on the board they must shout *Snap!* and then say the word correctly.

Mime it!

- Write a group of action words on the board or display a group of flashcards on the table.
- Students take turns to come to the front of the class and mime one of the words on the board.
- When students call out the word correctly, cross out the word or turn over the flashcard. This can be played as a class activity or in teams.

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 each student in the class 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 the students can't see what you're doing.
- When you've finished, pin your coloured picture to the board. Students compare their pictures with yours.

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 desk. Start describing it for the students to guess what it is, e.g. *It's big. It's an animal. It's extinct*. Students call out the answer. *It's a dinosaur!*
- Hand the cards out to the class. Students take turns to describe their flashcards for the class to guess.

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.

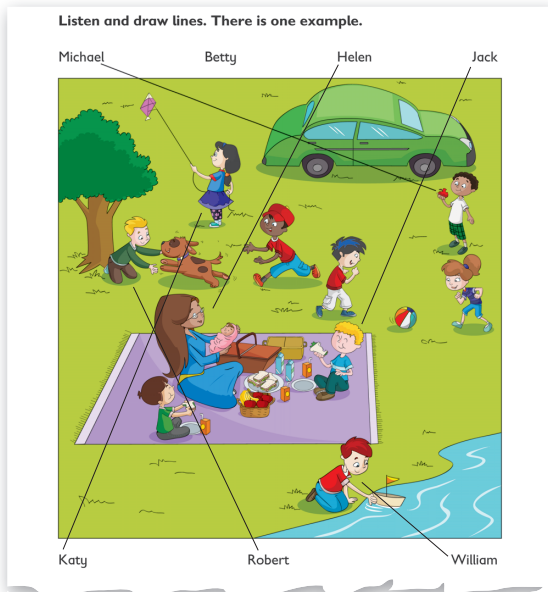
Now listen to Part 5 again.

[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 | |

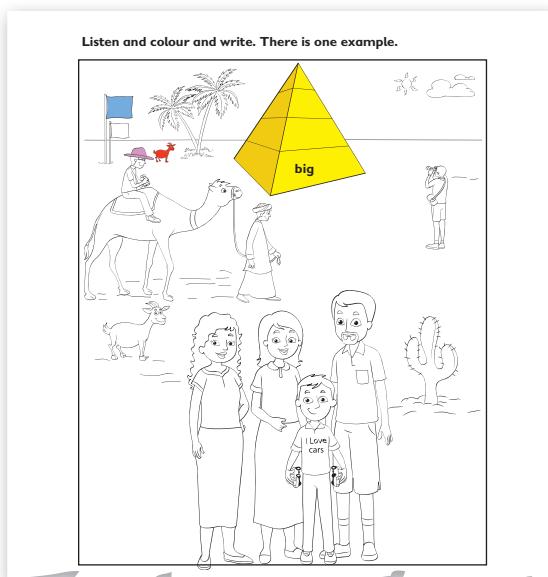
Listening Part 3 (5 marks)

- | | |
|-------------|---------|
| 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 (15 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 his 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 students can practise taking part in the Speaking Test. Sometimes, you might need to pause the track for longer, to give students 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>Hello.</i>	<i>What's your family name?</i>
		<i>What's your surname?</i>	<i>(Surname.)</i>	
		<i>How old are you?</i>	<i>Ten. etc.</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	<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 woman on the student's information page.</p> <p>Respond using information on the examiner's information page.</p>	<p><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></p> <p><i>What's the name of Harry's favourite restaurant?</i></p> <p><i>Is it expensive or cheap?</i></p> <p><i>How often does he visit?</i></p> <p><i>What time does it close?</i></p> <p><i>Is it near his home?</i></p> <p><i>Now you don't know anything about Helen's favourite restaurant, so you ask me some questions.</i></p> <p><i>Pasta Place.</i></p> <p><i>It's expensive.</i></p> <p><i>She visits once a month.</i></p> <p><i>It closes at midnight.</i></p> <p><i>No, it isn't.</i></p>	<p><i>Ben's Burgers.</i></p> <p><i>It's cheap.</i></p> <p><i>He visits every Saturday.</i></p> <p><i>It closes at ten o'clock.</i></p> <p><i>Yes, it is.</i></p> <p><i>What's the name of Helen's favourite restaurant?</i></p> <p><i>Is it expensive or cheap?</i></p> <p><i>How often does she visit?</i></p> <p><i>What time does it close?</i></p> <p><i>Is it near her home?</i></p>	<p>Point at the information.</p> <p>Point at the information cues.</p>
3	<p>Show the student the Picture story. Allow time to look at the pictures.</p>	<p><i>These pictures tell a story. It's called "Mum and Richard's interesting picnic". Just look at the pictures first.</i></p> <p><i>It's a sunny day today, so Mum and Richard are getting ready for a picnic. Richard is helping Mum.</i></p>	<p><i>Mum and Richard are driving in the countryside. They're singing and they're very happy.</i></p>	<p>Point at the pictures. Ask questions about the pictures. <i>What are Mum and Richard doing? Where are they?</i></p>

Part	To do	To say	Student's response (variations possible)	Back-up questions
		<i>Now you tell the story.</i>	<p><i>Mum and Richard are having a picnic. Mum is eating a sandwich Richard is eating cake. A cow is watching them.</i></p> <p><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></p> <p><i>The cow is eating Mum's hat. Richard is laughing.</i></p> <p><i>Now, Mum is angry.</i></p>	<p><i>What are they doing now? What are they eating? What's the cow doing?</i></p> <p><i>What are they doing now? Where is the cow now? What's the cow looking at?</i></p> <p><i>What's the cow doing? What's Richard doing?</i></p> <p><i>Is Mum happy?</i></p>
4	Put the pictures away.	<p><i>Now, let's talk about your school. How do you get to school?</i></p> <p><i>Where is your school?</i></p> <p><i>Who's your teacher?</i></p> <p><i>What's your favourite lesson?</i></p> <p><i>Tell me what you do at break time?</i></p> <p><i>OK, thank you. Goodbye.</i></p>	<p><i>By bike.</i></p> <p><i>It's in the middle of London.</i></p> <p><i>My teacher is Mrs Hill.</i></p> <p><i>My favourite lesson is English.</i></p> <p><i>I play football. I talk to my friends. I eat my snack.</i></p> <p><i>Goodbye.</i></p>	

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 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

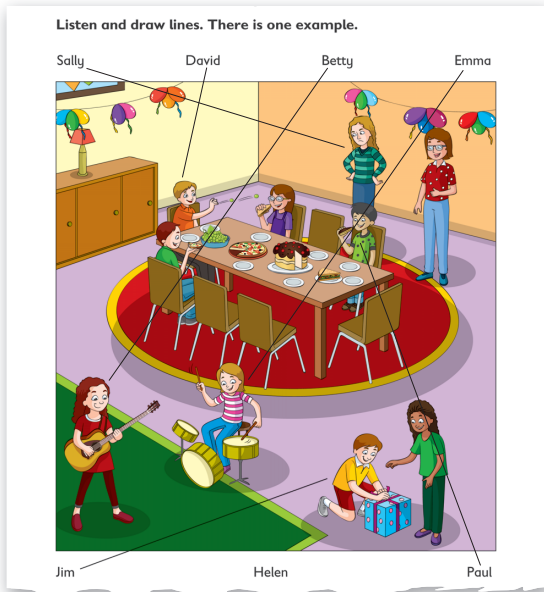
Man: Now for some more colouring.
Girl: Oh, good.
Man: Can you see the girl with a big ball made of snow?
Girl: Yes, I can.
Man: Can you colour that ball yellow?
Girl: OK. The picture looks more interesting now, doesn't it?
Man: Yes, it does.

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 | |

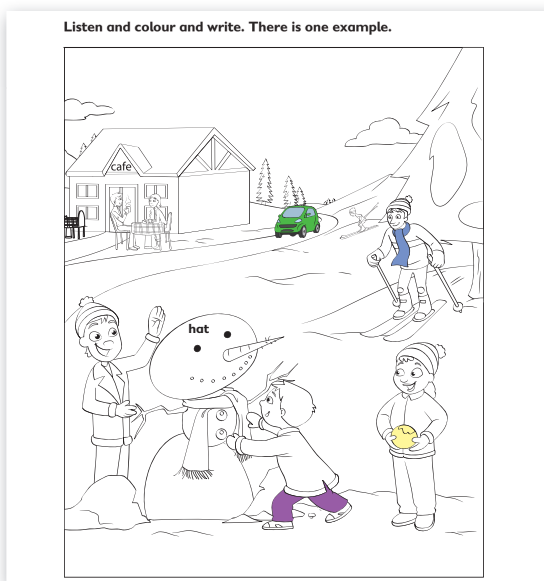
Listening Part 3 (5 marks)

- | | | | |
|--------------|---|----------|---|
| 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 students can practise taking part in the Speaking Test. Sometimes, you might need to pause the track for longer, to give students 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>Hello.</i>	
		<i>What's your surname?</i>	<i>(Surname).</i>	<i>What's your family name?</i>
		<i>How old are you?</i>	<i>Ten. etc.</i>	<i>Are you ten?</i>
	Show 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>		Repeat statement.
		<i>In my picture, there's a square table.</i>	<i>In my picture, there's a round table.</i>	Ask back-up question. <i>Is the table round?</i>
		<i>In my picture, a boy is eating an egg.</i>	<i>In my picture, a boy is eating a banana.</i>	<i>What's the boy eating?</i>
		<i>In my picture, a dark-haired girl who is wearing a red sweater is brushing her hair.</i>	<i>In my picture, a dark-haired girl who is wearing a green sweater is brushing her hair.</i>	<i>Can you see the dark-haired girl who is brushing her hair? What's she wearing?</i>
		<i>In my picture, there is a clock and the time is nine thirty.</i>	<i>In my picture, there is a clock and the time is eight fifteen.</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 the 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 Oliver 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?</i></p> <p><i>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 05

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 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

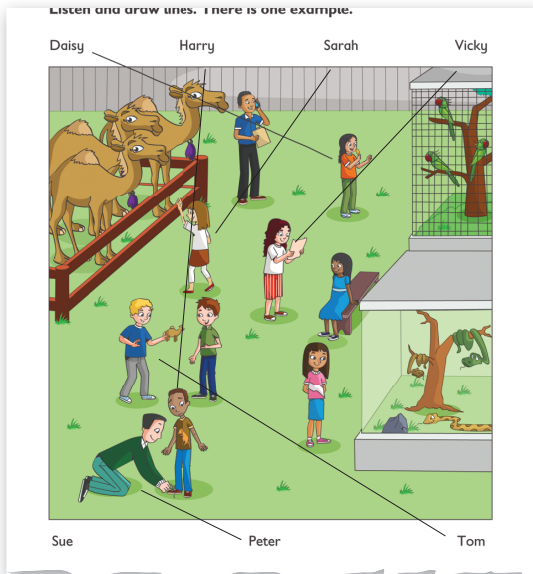
- Woman: Now, for some more colouring.
Boy: OK. Can I colour something pink?
Woman: OK, can you see the boy who is climbing the tree?
Boy: Yes, that looks dangerous, doesn't it?
Woman: You're right. Can you colour his shorts pink?
Boy: OK. I'll do that now.
Woman: Very good. The picture looks excellent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

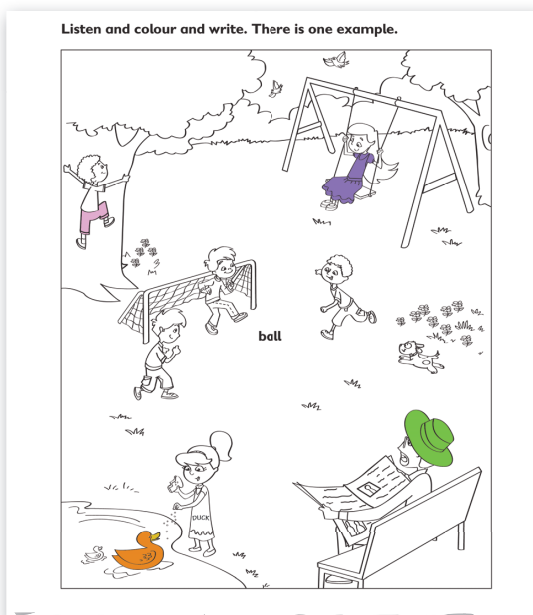
Listening Part 3 (5 marks)

- | | | | |
|---------|---|------------|---|
| 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 (5 marks)

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

Reading & Writing Part 7 (15 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 responses. This recording includes pauses so that students can practise taking part in the Speaking Test. Sometimes, you might need to pause the track for longer, to give students time to respond.]

Track 21

[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>Hello.</i>	
		<i>What's your surname?</i>	<i>(Surname.)</i>	<i>What's your family name?</i>
		<i>How old are you?</i>	<i>Eleven. etc.</i>	<i>Are you eleven?</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 boats in your picture and the boat in the student's picture.	<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>		Point at relevant differences. Repeat statement. Ask back-up question.
	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, a man who is wearing blue trousers is playing the guitar.</i>	<i>In my picture, a man who is wearing purple shorts is playing the guitar.</i>	<i>Can you see the man who is playing the guitar? What's he wearing?</i>
		<i>In my picture, some children are playing football.</i>	<i>In my picture, some children are playing volleyball.</i>	<i>What game are the children playing?</i>
		<i>In my picture, there is a woman with curly black hair who is swimming in the sea.</i>	<i>In my picture, there is a woman with straight blonde hair who is swimming in the sea.</i>	<i>Can you see the woman who is swimming in the sea? What's her hair like?</i>
		<i>In my picture, there's a dark-haired girl eating an ice cream.</i>	<i>In my picture, there's a dark-haired girl eating a sandwich.</i>	<i>Can you see the dark-haired girl? What's she doing?</i>

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. <i>What's the waiter doing?</i></p> <p><i>What's happened to the waiter now?</i> <i>What's going to happen to the soup and cake?</i></p> <p><i>What's happened to the soup?</i> <i>What's happened to the chocolate cake?</i></p> <p><i>How do Sarah and William look?</i> <i>What are they doing?</i> <i>How does the waiter look?</i></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>	

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		
	Pre A1 Starters		A1 Movers		A2 Flyers	
Animals	animal	hippo	bat	panda	beetle	
	bear	horse	bear	parrot	butterfly	
	bee	jellyfish	cage	penguin	camel	
	bird	lizard	dolphin	pet	creature	
	cat	monkey	fly	puppy	dinosaur	
	chicken	mouse/mice	jungle	rabbit	eagle	
	cow	pet	kitten	shark	extinct	
	crocodile	polar bear	lion	snail	fur	
	dog	sheep (<i>s & pl</i>)		whale	insect	
	donkey	snake			octopus	
	duck	spider			swan	
	elephant	tail			tortoise	
	fish (<i>s & pl</i>)	tiger			wild	
	frog	zebra			wing	
	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 boy brother child/children cousin dad family father friend girl grandfather grandma grandmother grandpa kid live man/men Miss	mother Mr Mrs mum (US mom) old person/people sister their them they us we woman/women you young your	aunt daughter granddaughter grandparent grandson grown-up parent son uncle	husband married surname wife	
Food & drink	apple banana bean bread breakfast burger cake carrot chicken chips (US fries) coconut dinner drink (<i>n & v</i>) eat egg fish food fries (UK chips) fruit grape ice cream juice	kiwi lemon lemonade lime lunch mango meat meatballs milk onion orange pea pear pie pineapple potato rice sausage tomato water watermelon	bottle bowl cheese coffee cup glass hungry milkshake noodles pancake pasta picnic plate salad sandwich sauce soup tea thirsty vegetable	biscuit (US cookie) butter cereal cookie (UK biscuit) delicious flour fork honey jam knife meal olives oven pepper piece pizza	salt smell (<i>v</i>) smell (like) (<i>v</i>) snack spoon strawberry sugar taste (like) yoghurt

	Pre A1 Starters		A1 Movers		A2 Flyers	
Health			cold cough cry doctor earache fall fine headache hospital	hurt ill matter (what's the matter?) nurse sick stomach-ache temperature tired toothache	bandage chemist('s) cut dentist fall over ill medicine sore x-ray	
The home	apartment armchair bath bathroom bed bedroom bookcase box camera chair clock computer cupboard desk dining room doll door flat floor flower garden hall	house kitchen lamp living room mat mirror painting phone picture poster radio room rug sleep sofa table television/TV toy tree wall window	address balcony basement blanket downstairs dream elevator (UK lift)	floor (e.g. ground, 1 st) internet laptop lift (US elevator) message roof seat shower stair(s) toothbrush toothpaste towel	brush comb cooker cushion diary entrance envelope fridge gate key letter oven screen shampoo shelf soap stamp swing telephone Wi-Fi	
Materials					card glass gold metal paper	plastic silver wood wool
Numbers	1–20		21–100 hundred	pair 1 st –20 th	101–1000 million	several thousand

	Pre A1 Starters		A1 Movers		A2 Flyers	
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 airport ambulance artist astronaut business businessman/ woman circus cook dentist designer engineer factory (open and close a) file fire engine (US fire truck) firefighter job	journalist manager mechanic meeting news newspaper office photographer pilot police officer program queen rocket singer taxi waiter Wi-Fi
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 bridge building castle cave desert Earth entrance environment exit fire future gate hill	hole nest ocean planet pond pyramid sky space step stone stream view wood
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	lazy
	beautiful	long	all	hungry	amazing	left (direction)
	big	my	all right	ill	bored	light
	clean	new	asleep	last	brave	little
	closed	nice	awake	little	broken	lovely
	cool	old	back	loud	cheap	low
	correct	our	bad	naughty	dangerous	lucky
	dirty	right (correct)	best	pretty	dark	married
	double	sad	better	quick	dear	metal
	English	scary	blond(e)	quiet	deep	middle
	fantastic	short	boring	round	early	missing
	favourite	silly	bottom	sick	empty	next
	funny	small	brave	square	enough	noisy
	good	sorry	brilliant	straight	enormous	online
	great	their	busy	strong	excellent	paper
	happy	ugly	careful	sunny	excited	plastic
	her	young	clever	surprised	expensive	pleased
	his	your	cloudy	sweet	extinct	poor
			cold	tall	far	popular
			curly	terrible	fast	ready
			dangerous	thin	foggy	rich
			different	third	friendly	right (direction)
			difficult	thirsty	frightening	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	
Determiners	a/an	some	all	every	each	
	a lot of	that	another	more	a few	
	lots of	the	any	most	a little	
	many	these	both		much	
	my	this			other	
	no	those			such	
	one					

	Pre A1 Starters		A1 Movers		A2 Flyers	
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
Pronouns	he her hers him his I it its me mine one ours	she that theirs them these they this those us we you yours	all another any both everyone everything more	most nothing someone something which who	anyone anything each enough much no-one other where	

	Pre A1 Starters		A1 Movers		A2 Flyers	
Verbs	Irregular:	look	Irregular:	Regular:	Irregular:	explore
	be	look at	be called	call	be going to	fetch
	catch (a ball)	love	bring	carry	begin	finish
	choose	make	build	change	break	follow
	come	put	buy	climb	cut	glue
	count	open	catch (e.g. a bus)	cook	fall over	guess
	do	paint	dry	cry	feel	happen
	draw	phone	fall	dance	find out	hate
	drink	pick up	feed	dream	forget	hope
	drive	play (with)	get (un)dressed	dress up	get to	hurry
	eat	point	get (up/on/off)	drop	go out	improve
	find	read	go shopping	email	grow	invent
	fly	ride	grow	film	hear	join (a club)
	get	run	have (got) to	fish	keep	land
	give	say	hide	fix	leave	lift
	go	see	hurt	help	let	look after
	have	sing	lose	hop	lie (down)	look (like)
	have (got)	sit (down)	mean	invite	make sure	mind
	hit	sleep	must	laugh	meet	mix
	hold	spell	put on	look for	sell	post
	know	stand (up)	send	move	send	prefer
	learn	swim	take	need	should	prepare
	Regular:	show	take off	plant	smell	pull
	add	smile	teach	practise	speak	push
	answer	start	think	rain	spend	race
	ask	stop	wake up	sail	swing	remember
	bounce	take (a photo)		score	take (time)	repair
	clap	tell		shop	teach	repeat
	clean	talk		shout	win	save
	close	test		skate	Regular:	score
	colour	throw		skip	act	search
	complete	tick		snow	agree	ski
	cross	try		text	appear	sledge
	enjoy	understand		travel	arrive	sound
	jump	walk		video	believe	sound like
	kick	want		wait	borrow	stay
	learn	watch		wash	brush	study
	like	wave		water	burn	taste
	listen (to)	wear		work	camp	taste like
	live	write			chat	thank
					collect	tidy
					comb	touch
					cycle	turn
					decide	turn (off/on)
					design	use
					disappear	visit
					end	whisper
				enter (a competition)	whistle	
				explain	wish	

	Pre A1 Starters		A1 Movers		A2 Flyers	
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	Lucy	Charlie	Lily	Betty	Michael
	Alice	Mark	Clare	Mary	David	Oliver
	Ann	Matt	Daisy	Paul	Emma	Richard
	Anna	May	Fred	Peter	Frank	Robert
	Ben	Nick	Jack	Sally	George	Sarah
	Bill	Pat	Jane	Vicky	Harry	Sophia
	Eva	Sam	Jim	Zoe	Helen	William
	Jill	Sue	Julia		Holly	
	Kim	Tom			Katy	