

Introduction

The *Cambridge Young Learners English Tests* offer an elementary-level testing system for learners of English between the ages of 7 and 12. The tests include 3 key levels of assessment: *Starters*, *Movers* and *Flyers*. *Flyers* is the third level in the system. Test instructions are very simple and consist only of words and structures specified in the syllabus.

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

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

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

Listening

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

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

Reading and Writing

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

Introduction

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

Speaking

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

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

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

Further information

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

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

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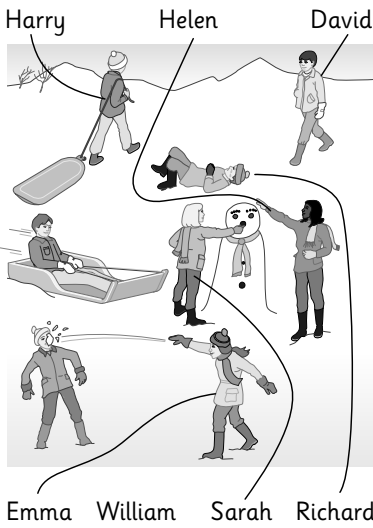
Test 1 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Helen and the girl with a blue scarf making a snowman
- 2 Harry and the boy pulling a sledge
- 3 Emma and the girl who has thrown a snowball
- 4 Sarah and the girl in red trousers and green jacket by the snowman
- 5 Richard and the boy lying on the snow, crying



Part 2 (5 marks)

- 1 10 2 Randall 3 810 334 4 4 years 5 afternoons

Part 3 (5 marks)

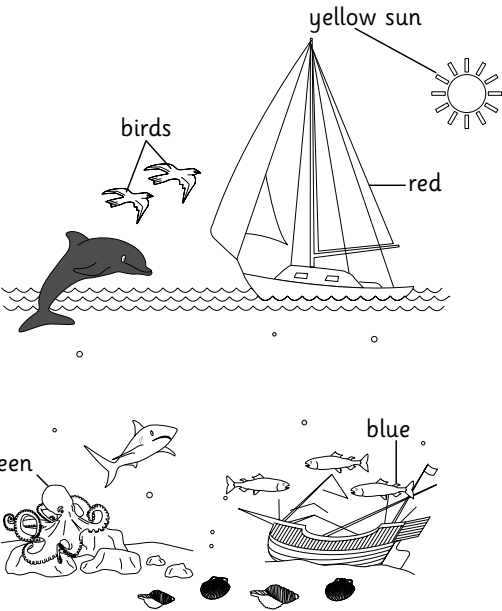
- 1 Mary – E – melon 2 Robert – G – pasta
- 3 Alex – A – pizza 4 Ben – C – chocolate
- 5 Katy – H – biscuits

Part 4 (5 marks)

- 1 C 2 A 3 B 4 A 5 C

Part 5 (5 marks)

- 1 Colour the sailing boat – red
- 2 Colour one fish near the sunken wreck – blue
- 3 Colour the octopus – green
- 4 Draw two birds in the sky between the dolphin and the boat
- 5 Draw a yellow sun in the sky on the right



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

Part 1 Listen and look. There is one example.

[pause]

BOY: Where's David?
GIRL: He's on the right.
BOY: What's he doing?
GIRL: He's walking down the hill.
BOY: Oh yes, I can see him.

[pause]

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

[pause]

1

BOY: What about Helen? I can't see her.
GIRL: She's over there, making a snowman.
BOY: But there are two girls. Which one's Helen?
GIRL: She's the girl with the blue scarf.

[pause]

2

BOY: And who's the boy over there?
GIRL: Do you mean the boy pulling the sledge up the hill?
BOY: Yes.
GIRL: I think that's Harry.
BOY: Yes, you're right.

[pause]

Test 1 Answers

3
GIRL: Look, that girl has just hit her friend in the face with a snowball!
BOY: The girl wearing the hat? Who is she?
GIRL: Oh, it's Emma. She's a very strong girl.
BOY: Yes, I know!
[pause]
4
BOY: Where's Sarah? I can't see her.
GIRL: Can you see the girl in the red trousers and green jacket?
BOY: Is she helping to make the snowman?
GIRL: Yes, that's right! That's Sarah.
[pause]
5
GIRL: Oh, that little boy has just fallen over.
BOY: Where?
GIRL: Behind the snowman.
BOY: Oh, that's Richard. Look, he's crying. Let's go and help him.
[pause]
Now listen to Part 1 again.
[The recording is repeated.]
[pause]
That is the end of Part 1.
[pause]
Part 2 Listen and look. There is one example.
[pause]
MAN: What's your surname, Betty?
GIRL: Barratt.
MAN: Can you spell that please?
GIRL: Yes, it's B – A double R – A double T.
MAN: Thank you.
[pause]
Can you see the answer? Now you listen and write.
[pause]
MAN: Now, you want to play in the tennis competition, don't you?
GIRL: Yes, please.
MAN: Good. How old are you Betty?
GIRL: I'm ten. It was my birthday last week.
MAN: OK, that's fine. And what's your address?
GIRL: It's 17 Randall Street.
MAN: Can you spell that for me, please?
GIRL: Yes. R – A – N – D – A double L.
MAN: Right, and what's your phone number?
GIRL: It's 810 double 3 4.
MAN: OK, I've got that. Now, how long have you played tennis Betty?
GIRL: Sorry?

MAN: How many years have you played tennis?
GIRL: Oh, I see. Four years. I started when I was six.
MAN: That's good. Now the last question. When do you prefer to play?
GIRL: Do you mean which days?
MAN: No, sorry. I mean which time of day, morning or afternoon?
GIRL: Oh, I see. I prefer afternoons, please.
MAN: That's fine. Thank you.
GIRL: Thank you. Bye.
[pause]
Now listen to Part 2 again.
[The recording is repeated.]
[pause]
That is the end of Part 2.
[pause]
Part 3 Listen and look. There is one example.
[pause]
Tony's mother talked about food with her friends at work today. Which food does each person often like eating?
[pause]
BOY: What did you talk about at work today, Mum?
WOMAN: Oh ... lots of things. But at lunch, we talked about food. You know Bill?
BOY: Yes.
WOMAN: Well, he loves eating chips, like you! He eats them about three times a week. That's too often, I think.
[pause]
Can you see the letter D? Now you listen and write a letter in each box.
[pause]
WOMAN: There's someone called Mary at work who loves eating melon. There are lots of different kinds, but she likes them all and she gets one every week at the supermarket. I don't like it much. I don't think it tastes of anything.
BOY: Don't you? I like it sometimes.
[pause]
BOY: What did the other people like?
WOMAN: Well, there's Robert. He's funny. He eats a lot of pasta. He has it in lots of different ways but, do you know, he never eats vegetables. He hates salads and things like that. I love them.
[pause]

Test 1 Answers

WOMAN: I like Alex. She goes to a pizza restaurant every Friday because she loves those.
BOY: Me too!
WOMAN: I know. It's strange because cheese isn't her favourite food, but I don't think they always put cheese on them. Would you like to go there one day with her?
BOY: Yes, please, Mum!
[pause]
WOMAN: Ben doesn't like eating very much. He's more interested in other things.
BOY: Is he very thin?
WOMAN: No. He does eat. He just finds it boring. He prefers snacks, I think, but he loves eating chocolate. I'm sure about that because he always has some on his desk at work.
[pause]
BOY: What about that woman who telephones you sometimes? What does she like?
WOMAN: You mean Katy? She buys biscuits every morning on the way to work and eats them every day. She loves them!
BOY: Me too! Mmmm, I'm hungry now. Can we make dinner?
WOMAN: Yes! Good idea!
[pause]
Now listen to Part 3 again.
[The recording is repeated.]
[pause]
That is the end of Part 3.
[pause]
Part 4 Listen and look. There is one example.
[pause]
What's Sue's brother's job?
[pause]
GIRL: My brother has just started his first job.
BOY: Really? What's he doing? Is he a businessman?
GIRL: No, he's a mechanic. He wanted to work outside, not in an office.
BOY: Oh, that's interesting.
[pause]
Can you see the tick? Now you listen and tick the box.
[pause]
1 Where does her brother work?
BOY: Where does your brother work?
GIRL: Well, he wanted to work on a farm but he couldn't find a job like that.

BOY: Oh, where is he working then?
GIRL: He's found a job in a big factory outside the town. It's near the airport.
[pause]
2 How does he go to work?
BOY: How does he go to work every day? Is there a bus?
GIRL: Well, there is a bus but it's very slow.
BOY: He doesn't walk, does he? It's too far.
GIRL: No. My Dad gave him a big new motorbike. It's very fast.
[pause]
3 When does he start work?
BOY: That's good. What time does he have to start work in the morning?
GIRL: He has to get up at half past six.
BOY: That's very early. He doesn't start work then, does he?
GIRL: No. Work starts at eight but he needs half an hour to get there.
[pause]
4 What does he do for lunch?
BOY: So does he come home at lunchtime?
GIRL: No, he only has thirty minutes so he can't come home.
BOY: Is there a restaurant?
GIRL: Yes, but he doesn't like the food so my mum makes him some sandwiches.
[pause]
5 What did he do before he started this job?
BOY: What did your brother do before this job?
GIRL: Well, after he finished school he went to university.
BOY: In a city?
GIRL: No it was in the country. It was a very nice place just by a river. Mum and I went to see him there last summer.
[pause]
Now listen to Part 4 again.
[The recording is repeated.]
[pause]
That is the end of Part 4.
[pause]
Part 5 Listen and look at the picture. There is one example.
[pause]
MAN: Do you want to help me with this picture?
GIRL: All right. What can I do?

Test 1 Answers

MAN: Can you see the lovely dolphin? Colour it black.
[pause]
Can you see the black dolphin? This is an example. Now you listen and colour and draw.
[pause]
1
MAN: Can you see the boat?
GIRL: Which one? The new one or the old, broken one?
MAN: The nice, new one. Colour it red.
GIRL: OK.
[pause]
2
MAN: Now look at the fish which are swimming under the water.
GIRL: Near the old boat?
MAN: Yes, that's right. Can you colour the fish?
GIRL: Shall I colour all of them?
MAN: No. Why don't you colour one fish?
GIRL: OK. Yellow?
MAN: No ... blue.
[pause]
3
MAN: What can you see under the water near the rocks?
GIRL: A shark and an octopus.
MAN: Good, now colour the octopus a nice green.
GIRL: OK.
[pause]
4
MAN: I think the sky looks empty, don't you?
GIRL: Yes. Shall I draw some birds?
MAN: That would be nice. Draw two birds in the sky.
GIRL: Where shall I put them?
MAN: Between the dolphin and the sailing boat.
GIRL: Here?
MAN: That looks good.
[pause]
5
MAN: What else do we need in the picture?
GIRL: Well, we haven't got any clouds or sun.
MAN: That's right. Why don't you draw a lovely sun and colour it yellow?
GIRL: OK. Where shall I draw it, on the left or on the right?
MAN: On the right.
GIRL: OK. I'll put it here.
MAN: That's good.

[pause]
Now listen to Part 5 again.
[The recording is repeated.]
[pause]
That is the end of the Flyers Practice Listening Test 1.

Reading and Writing

- Part 1 (10 marks)*
1 scissors 2 geography 3 a dictionary
4 art 5 a spoon 6 a postcard
7 a knife 8 a university 9 an envelope
10 a newspaper
- Part 2 (7 marks)*
1 no 2 no 3 no 4 yes 5 no 6 no 7 yes
- Part 3 (5 marks)*
1 B 2 E 3 G 4 C 5 H
- Part 4 (6 marks)*
1 airport 2 wait 3 noisy 4 foggy
5 stayed 6 A longer holiday
- Part 5 (7 marks)*
1 football 2 some (big) (grey) rocks 3 dark
4 Harry 5 (very) afraid 6 clever dog 7 biscuits
- Part 6 (10 marks)*
1 her 2 much 3 that 4 was
5 fell 6 there 7 near 8 caught
9 carefully 10 of
- Part 7 (5 marks)*
1 was 2 out 3 at 4 me 5 to

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: Hello, this is (child's name)*. Hello *, my name's Jane/Ms Smith. What's your surname? How old are you?	Hello <i>Fernandez</i> <i>eleven</i>	What's your family name? Are you eleven?
1	Shows the candidate both Find the difference pictures. Gives candidate his/her picture then describes things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, in my picture there are two planes but in your picture there's only one. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, it's half past three. In my picture, there's a man by the desk. He's wearing black trousers. In my picture, there's a girl. She's standing next to a table. In my picture, it's a sunny day. In my picture, there are four tables near the window. In my picture, there's a flower on every table.	<i>In my picture, it's three o'clock.</i> <i>In my picture, the man's wearing blue trousers.</i> <i>In my picture, the girl's sitting at the table.</i> <i>In my picture, it's raining.</i> <i>In my picture, there are three tables.</i> <i>In my picture, there aren't any flowers.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. What's the time? What colour are the man's trousers? What's the girl doing? Is it sunny? How many tables are there? Are there any flowers on the tables?
2	Briefly shows candidate the Information exchange cards. Then gives candidate his/her card. Asks the questions. Points to Mr Green on candidate's card.	This is Mrs Green. I don't know anything about Mrs Green, but you do. So I'm going to ask you some questions. How old is she? What's her job? How many children has she got? What are her hobbies? Where does she live? This is her cousin, Mr Green. Now you don't know anything about Mr Green, so you ask me some questions.	(She's) 45. (She's a) doctor. (She's got) 3. Golf and cinema. (She lives at) 25 School Road.	Points at the information if necessary.

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