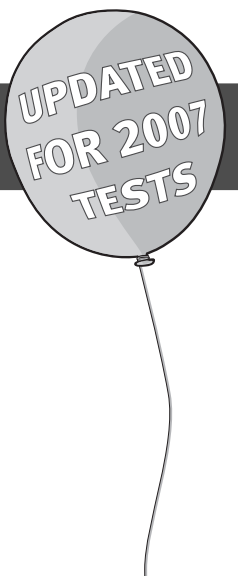




Cambridge Young Learners English Tests

Starters | Movers | Flyers



Handbook for teachers



www.CambridgeESOL.org/YoungLearners

YLE
Cambridge Young Learners English Tests

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The three levels

The Cambridge Young Learners English Tests consist of three key levels of assessment: Starters, Movers and Flyers.

The aims of the tests are to:

- sample relevant and meaningful language use
- measure accurately and fairly
- present a positive first impression of international tests
- promote effective learning and teaching
- encourage future learning and teaching.

The three tests together form a bridge to take children learning English as a second language from beginner to Waystage level (A2).

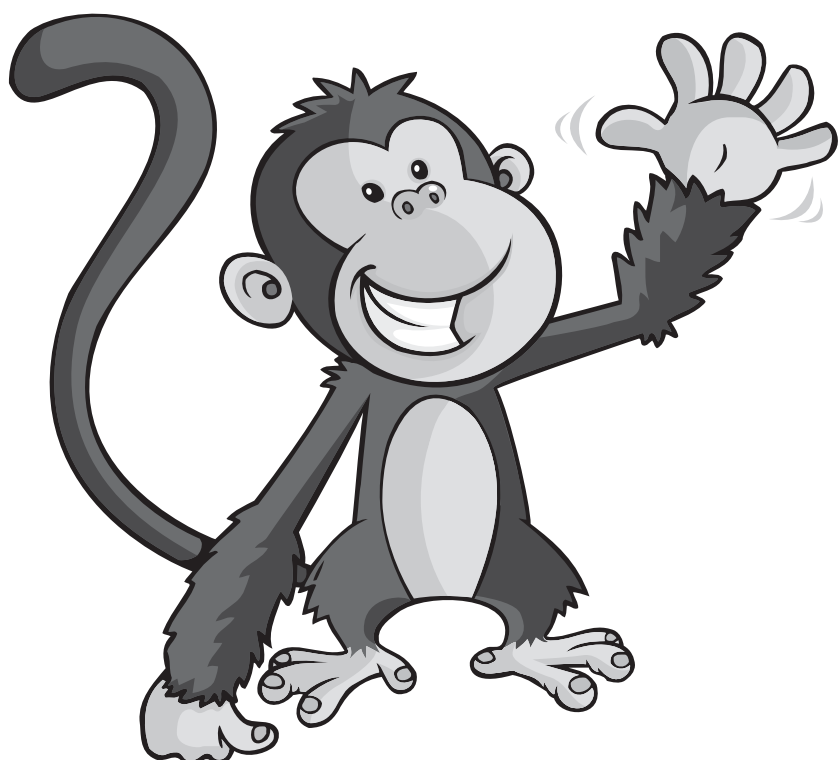
A wide range of text books and teaching materials which are used in classrooms with young learners throughout the world are reviewed as part of the ongoing test development process. The tests reflect the main content areas which frequently occur in these materials (topic, vocabulary, etc.) as does the presentation of the test material. Both text and pictures are presented in a clear and attractive way, taking into account the age and background of the intended candidates.

The table below indicates the common characteristics and variations in the different levels of the tests.

| | Overall length | Number of tasks/parts | Number of items |
|----------------------------------|----------------------|-----------------------|-----------------|
| Cambridge <i>Starters</i> | | | |
| Listening | approx 20 mins | 4 | 20 |
| Reading & Writing | 20 mins | 5 | 25 |
| Speaking | 3–5 mins | 5 | – |
| | total approx 45 mins | | |
| Cambridge <i>Movers</i> | | | |
| Listening | approx 25 mins | 5 | 25 |
| Reading & Writing | 30 mins | 6 | 40 |
| Speaking | 5–7 mins | 4 | – |
| | total approx 65 mins | | |
| Cambridge <i>Flyers</i> | | | |
| Listening | approx 25 mins | 5 | 25 |
| Reading & Writing | 40 mins | 7 | 50 |
| Speaking | 7–9 mins | 4 | – |
| | total approx 75 mins | | |

Contents

| | page | | page |
|--|------|---|------|
| Introduction | | Flyers | |
| Introduction to Cambridge ESOL | 2 | Listening | 27 |
| Background to the Cambridge Young Learners English Tests | 3 | Reading & Writing | 29 |
| YLE support | 4 | Speaking | 31 |
| | | Topics | 32 |
| Starters | | Grammar and structures list | 33 |
| Listening | 5 | Alphabetic vocabulary list | 34 |
| Reading & Writing | 7 | Combined Vocabulary Lists | |
| Speaking | 9 | Starters and Movers alphabetic | 37 |
| Topics | 10 | Starters, Movers and Flyers alphabetic | 42 |
| Grammar and structures list | 11 | Starters, Movers and Flyers thematic | 49 |
| Alphabetic vocabulary list | 13 | Starters, Movers and Flyers grammatical | 54 |
| Movers | | | |
| Listening | 16 | | |
| Reading & Writing | 18 | | |
| Speaking | 20 | | |
| Topics | 21 | | |
| Grammar and structures list | 22 | | |
| Alphabetic vocabulary list | 24 | | |



Introduction

Preface

This handbook contains the specifications for all three levels of the Cambridge Young Learners English Tests (Starters, Movers and Flyers). It is designed for use by teachers who are preparing candidates for the tests, or who are considering doing so.

Introduction to Cambridge ESOL

University of Cambridge ESOL Examinations

University of Cambridge ESOL Examinations (Cambridge ESOL) is a part of Cambridge Assessment (UCLES), which has provided examinations in English for speakers of other languages since 1913. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English. Each year over 2 million people take these examinations at centres in over 130 countries.

Cambridge ESOL examinations can be taken by anyone whose first language is not English. They are suitable for learners of all nationalities, whatever their first language and cultural background, and there are examinations suitable for learners of almost any age. The range of Cambridge ESOL examinations includes specialist examinations in Business English and English for Academic Purposes, as well as tests for young learners and a suite of certificates and diplomas for language teachers.

The examinations cover all four language skills – listening, reading, writing and speaking. They include a range of tasks which assess candidates' ability to use English so that in preparing for the examinations, candidates develop the skills they need to make practical use of the language in a variety of contexts. Above all, what the Cambridge ESOL examinations assess is the ability to communicate effectively in English.

Cambridge ESOL is committed to providing examinations of the highest possible quality. This commitment is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge ESOL examinations. Of particular importance is the rigorous set of procedures which are used in the production and pretesting of question papers.

Key features of Cambridge ESOL examinations

Cambridge ESOL undertakes:

- to assess language skills at a range of levels, each of them having a clearly defined relevance to the needs of language learners
- to assess skills which are directly relevant to the range of uses for which learners will need the language they have learned, and which cover the four language skills – reading, writing, listening and speaking – as well as knowledge of language structure and use
- to provide accurate and consistent assessment of each language skill at the appropriate level
- to relate the examinations to the teaching curriculum in such a way that they encourage positive learning experiences, and to seek to achieve a positive impact wherever possible
- to endeavour to be fair to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

Cambridge ESOL examinations are designed around four essential qualities: validity, reliability, impact and practicality. Validity is normally taken to be the extent to which a test can be shown to produce scores which are an accurate reflection of language skills. Reliability concerns the extent to which they can be depended on for making decisions about the candidate. Impact concerns the effects, beneficial or otherwise, which an examination has on the candidates and other users, whether these are educational, social, economic or political, or various combinations of these. Practicality can be defined as the extent to which an examination is practicable in terms of the resources needed to produce and administer it. All these factors underpin the development and production of Cambridge ESOL examinations.

Background to the Cambridge Young Learners English Tests

The Cambridge Young Learners English Tests are designed to offer a comprehensive approach to testing the English of primary learners between the ages of 7 and 12. As such they will provide an appropriate first step towards the Cambridge Main Suite of examinations (e.g. the Key English Test (KET) and the Preliminary English Test (PET)) which are designed for young people and adults. The tests take account of relevant research in a number of areas and the specific needs of prospective test users (children, parents and teachers).

In producing the tests, particular attention is paid to the educational consequences of using a language test with young learners and the following areas are carefully considered:

- current approaches to curriculum design and pedagogy for young learners, including recent coursebooks and other resource materials (e.g. CD-ROM)
- children's cognitive and first language development
- the potential influence of test methods, including the familiarity and appropriacy of different task types, question formats, typography and layout
- probable variation between different first language groups and cultures.

Above all, it is essential for the testing experience to have a positive impact on the children's future language learning.

An important aspect of the test development project was collaboration with staff at Homerton College (Cambridge University's teacher training college), who developed classroom materials linked to the tests.

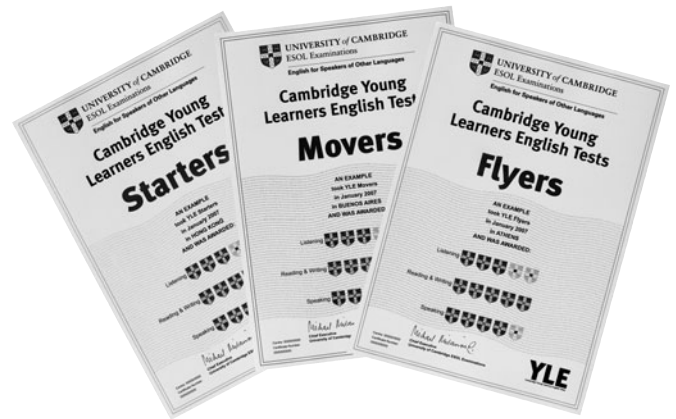
Administration

In order to provide a flexible system which fits in with different regional requirements, in most countries there is no fixed timetable of administration for any of the Young Learners English Tests. Authorised Cambridge ESOL Examination Centres administer the tests on dates chosen to fit in with local conditions (school terms, holiday periods, etc.).

Marking and results

In the Reading & Writing paper correct spelling is required. In Part 2 of the Listening paper some misspellings are allowed. Candidates must follow the rubrics carefully and keep within the word limits. The completed question papers are returned to Cambridge to be marked. The results are then issued as soon as possible (normally within about two weeks of receipt of the scripts by Cambridge ESOL).

Results are reported in a way designed to provide positive encouragement to the learners. All candidates who complete their test receive an Award, which focuses on what they can do (rather than what they can't do) and gives the children credit for having taken part in the test. The Cambridge Young Learners English Tests are high facility tests. This means that most candidates do very well. There are inevitably minor differences in the difficulty level across tests. In order to equate different test versions, the shield score boundaries are set so that all candidates' results relate to the same scale of achievement. This means, for example, that the Shield 4 boundary may be set at a slightly different raw score across versions.



Average shields awarded are reported in the annual YLE examination report which is available at www.CambridgeESOL.org/support/dloads/yle_downloads.htm

Level

The Young Learners English Tests are aligned with the Council of Europe's Common European Framework for Languages, at levels A1 and A2.

The Flyers test is roughly equivalent to the Cambridge Key English Test (KET) in terms of difficulty, but the lexis and contexts covered are suitable for a younger age range.

There are three possible routes from the Cambridge Young Learners English Tests to Cambridge Main Suite examinations. Candidates may take all three levels of the Young Learners English Tests before moving on either to KET or to PET, or they may take Movers and then move straight on to KET.

| Common European Framework Level | General English Main Suite | Cambridge Young Learners English Tests |
|--|---|--|
| C2 Mastery | CPE Certificate of Proficiency in English | |
| C1 Effective Operational Proficiency | CAE Certificate in Advanced English | |
| B2 Vantage | FCE First Certificate in English | |
| B1 Threshold | PET Preliminary English Test | |
| A2 Waystage | KET Key English Test | YLE Flyers |
| A1 Breakthrough | | YLE Movers |
| | | YLE Starters |

Special circumstances

Special circumstances covers three main areas: special arrangements, special consideration and malpractice.

- **Special arrangements:**
These are available for candidates with a permanent or long-term disability, such as a visual or hearing difficulty, or a temporary difficulty such as a broken hand, or ear infection affecting a candidate's ability to hear clearly. They may include extra time, separate accommodation or equipment etc. Consult the Cambridge ESOL Local Secretary in your area for more details as soon as possible.
- **Special consideration:**
Cambridge ESOL will give special consideration to candidates affected by adverse circumstances immediately before or during an examination. Special consideration can be given where an application is sent through the centre and is made within ten working days of the examination date. Examples of acceptable reasons for giving special consideration are in cases of illness or other unexpected events.
- **Malpractice:**
Cambridge ESOL will consider cases where candidates are suspected of copying, collusion or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results have been investigated.

YLE support

Course materials

A number of coursebooks and practice materials are available from publishers. YLE requires an all-round language ability and this should be borne in mind when selecting course materials. Most coursebooks will need to be supplemented; care should be taken to ensure that coursebooks and practice materials selected accurately reflect the content and format of the examination.

N.B. Cambridge ESOL does not undertake to advise on textbooks or courses of study.

Past papers and examination reports

Cambridge University Press publishes past papers, which can be used for practice, and Cambridge ESOL produces examination reports, which provide a general view of how candidates performed overall and on each paper and offer guidance on the preparation of candidates. Details of how you can order past papers and examination reports, and a downloadable order form, are available from www.CambridgeESOL.org/support/pubs/index.cfm

Online support

Cambridge ESOL provides an online resource for teachers, designed to help them understand the examinations better and to prepare candidates more effectively.

The Teaching Resources website can be found at www.CambridgeESOL.org/teach

Seminars for teachers

Cambridge ESOL offers a wide range of seminars designed for teachers concerned with the examinations; some are also suitable as introductions for administrators, school directors, etc. Some seminars are intended to provide information and support for teachers who are familiar with the examinations, and others can be used to introduce teachers to established examinations. Contact the Cambridge ESOL Helpdesk for further details.

Further information

Copies of the Regulations and details of entry procedure, current fees and further information about this and other Cambridge examinations can be obtained from the Cambridge ESOL Local Secretary in your area, or from the address on the back cover of this handbook. In some areas this information can also be obtained from the British Council.

The three syllabuses

The syllabuses for the three levels follow. They describe the topics, the grammar and structures, the lexis and the tasks on which the tests are based.

These are test syllabuses. Considerable care has been taken to reflect the language covered in a wide range of Primary English courses and materials.

A guiding principle for the tests is a desire to close the distance between the children's experiences of learning and of testing. Tasks are intended to test the meaningful use of language in clear, relevant, accessible contexts. Children must know what to expect when they sit down to take the tests, or the unfamiliarity could cause anxiety. For this reason, we publish the full vocabulary and grammar and structures lists. Teachers should familiarise the children with the test format whilst continuing their normal teaching programmes and concentrate on teaching through a focus on meaning and context.

In general the language input to the tests is likely to be of a standard British English variety, although care is taken to avoid terms which might cause confusion for learners of American English. Some American English terms are included in the vocabulary lists. Versions of the Listening test contain both British and American accents. In terms of a candidate's output, both standard British English and standard American English are equally acceptable.

Starters Listening

Approximately 20 minutes/20 items

There are four parts. Each part begins with one or two examples. All the texts are heard twice.

Part 1

This is a test of five different lexical items – normally taken from two or three semantic fields. The context is provided by a picture, within which the objects are ‘placed’ by the candidate, who has to draw a line from the named object to a location within the picture. The information is conveyed by a dialogue between male and female adult speakers.

Part 2

This is a simple note-taking exercise, in which candidates hear a conversation between a child and an adult. There is one picture to set the context, and a comprehension question for each item. Each answer is either a name or a number. The numbers dictated can be written as digits or words. All names are spelled out letter by letter, and must be spelled correctly for the mark to be awarded.

Part 3

This task consists of five questions, each a three-option multiple-choice with pictures. Candidates listen to the information conveyed in five separate dialogues in which the speakers are clearly differentiated by age or gender. Candidates listen and tick the correct picture.

Part 4

This is a test of lexis, particularly names of colours, and prepositions of place. There is one large picture, and in it there are a number of examples of the same object. The candidate has to identify a certain object by listening to details of its position, and then colour it in correctly. The information is given in a dialogue between an adult and a child.

Summary of Starters Listening Test

| Parts | Main skill focus | Input | Expected response | Number of questions |
|-------|---|--|---|---------------------|
| 1 | Listening for words and prepositions | Picture and dialogue | Carry out instructions and position things correctly on a picture | 5 |
| 2 | Listening for numbers and spelling | Illustrated comprehension questions and dialogue | Write numbers and names | 5 |
| 3 | Listening for specific information of various kinds | 3-option multiple-choice pictures and dialogues | Tick correct box under picture | 5 |
| 4 | Listening for words, colours and prepositions | Picture and dialogue | Carry out instructions, locate objects, and colour correctly (Range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow) | 5 |



Recommendations for candidate preparation

Part 1

Practise with pictures to ensure that candidates can recognise all of the nouns on the Starters vocabulary list. Reinforce candidates’ knowledge of any less familiar words with puzzles and vocabulary games.

Encourage candidates to draw straight lines from each object to its location – this will be much less confusing for them when they are

Starters Listening

checking their work during the second hearing of the recording. Give plenty of practice in understanding and using prepositional phrases so that candidates realise they must listen carefully for prepositions as well as nouns. In doing this, focus particularly on the prepositions in the Starters vocabulary list and make sure that they are clear about the difference between *in* and *on*, and *on* and *under*.

Part 2

Make sure that candidates know what is expected of them in this task. They should appreciate that they only need to write a name or a number in answer to each question. Anything candidates have to write will be clearly heard twice.

Names which candidates are required to write will be spelled out for them. All the names come from the Starters vocabulary list. Candidates therefore need plenty of practice in the letters of the alphabet, paying particular attention to the vowels and the 'difficult' consonants, such as *G* and *J*.

Where a number is required, candidates should be encouraged to write numbers as digits rather than words to avoid spelling mistakes. Candidates will only hear numbers 1–20 so they need plenty of practice in hearing, and recognising, each of those numbers.

Part 3

Candidates are allowed time to look at the pictures before they hear the dialogues. Encourage them to look carefully at the pictures and to think about what they are illustrating.

Train candidates to listen to the whole of each dialogue as the answer may well be provided in several parts of the dialogue rather than just one turn.

Part 4

Ensure that candidates know they should bring coloured pencils to the test.

Make sure candidates understand what is expected of them in this part of the test. They have to identify which one of the seven similar objects in the picture is being described and colour that object in the right way.

Reassure them that this is an English test and not a test of their colouring skills. They should focus on what they hear rather than worrying about how well they are colouring.

Make sure that candidates are familiar with the names of the colours that they are expected to know at this level.

Starters Reading & Writing

20 minutes/25 items

There are five parts. Each part begins with one or two examples. **Correct spelling is required in all parts of the Reading & Writing Test.**

Part 1

In this task the candidate reads sentences. There are five statements, each accompanied by a picture, and the candidate has to place a tick in a box if the statement matches the picture, and a cross if it does not.

Part 2

Candidates look at a picture and five statements, some of which correctly describe the picture and some which do not. Candidates write 'yes' or 'no' as appropriate.

Part 3

This is a test of knowledge of words and spelling. There are five pictures of objects, each accompanied by the word for the object given as jumbled letters. The candidate must write the word for each object. Dashes indicate the number of letters in the answer.

Part 4

Candidates read a text and look at the words with pictures in a box below the text. They then copy the correct words in each of the five gaps. All missing words are singular or plural nouns. There are two extra words which candidates should not use.

Part 5

A story is told through three pictures, with five questions, each of which requires a one-word answer. The correct word may be a noun, verb or number.

Summary of Starters Reading & Writing Test

| Parts | Main skill focus | Input | Expected response | Number of questions |
|-------|---|--|--|---------------------|
| 1 | Reading short sentences and recognising words | Words, pictures, and sentences | Tick or cross to show if sentence is true or false | 5 |
| 2 | Reading sentences about a picture Writing one-word answers | Picture and sentences | Write 'yes'/'no' | 5 |
| 3 | Spelling of single words | Pictures and sets of jumbled letters | Write words | 5 |
| 4 | Reading a text Copying words | Cloze text, words and pictures | Choose and copy missing words | 5 |
| 5 | Reading questions about a picture story Writing one-word answers | Story presented through 3 pictures and questions | Write one-word answers to questions | 5 |

Recommendations for candidate preparation

General comment

Many marks are lost because letters and/or words are not clearly written. Remind candidates to check that what they have written is clear enough to be read by someone who is not familiar with their handwriting. It is often better not to use joined-up writing, as letters can become confused and unclear.

Candidates should be reminded to write only as much as they need to, as marks are often lost attempting unnecessarily long answers which provide more opportunities for making mistakes.

Because young candidates are unlikely to have had much experience managing their time in an examination, it can be helpful when doing classroom tasks to give them a time limit both to improve concentration and prevent them being distracted by other things.

Make sure candidates are familiar with the vocabulary, grammar and structures in the Starters syllabus.

Part 1

Encourage candidates to read the sentences and look at the pictures very carefully (at least twice), and make sure they know that the mark they put in the box must be an unambiguous tick or a cross – if it looks as if it could be either, they will lose the mark.

When introducing new words to candidates, make sure they can distinguish between related words that are commonly confused (e.g. *sock/shoe*).

Give candidates practice in marking sentences with ticks or crosses to indicate whether they are true or false.

Part 2

Give candidates plenty of practice in matching sentences to pictures.

Ask them to read texts which describe scenes and to draw the picture according to the information in the text.

Do plenty of exercises comparing and contrasting different structures and vocabulary related to pictures, for example, prepositions such as *in* and *on*, the present continuous tense, different sports, etc. Concentrate on words which are likely to be confused, e.g. *photo/camera*, or which have 'false friends' in the candidates' first language.

Make sure that candidates are very familiar with action verbs that they are likely to come across in this section (*run, ride, walk, play, throw, sing*, etc.).

Make sure they realise that if any element of the sentence is false, then they must write *no*, even if there is an element which is true, for example, *The woman is throwing the ball to the girl*. The woman must be both throwing the ball and throwing it to the girl for a *yes* answer.

Part 3

Candidates should have practice in writing all the words in the Starters vocabulary list.

For this part, give candidates plenty of spelling exercises, using words from the list. Write difficult or less common words up on the classroom walls so that candidates become very familiar with them.

Reinforce candidates' knowledge of common letter patterns in English – *ea, ck, ight, ou, er*, etc.

Remind candidates that they must only use the letters provided when doing this part. Practise doing anagrams.

Part 4

Candidates should be encouraged to read holistically for a sense of the text before trying to answer questions.

Practice in guessing which word could go into each gap would be extremely useful. Candidates can then confirm their guesses by seeing, and choosing from, the options underneath the text.

Remind candidates that each answer is only one word, and must make sense in the story. It must also fit grammatically. Therefore, give candidates plenty of practice matching pictures and words and mixing up plurals and singulars to encourage them to be alert to these distinctions. Also, help them to identify words or grammatical forms that will indicate whether an answer should be plural or not, e.g. if a gap is preceded by *a*.

Part 5

Train candidates to learn the correct spelling of Starters words.

Do exercises which encourage careful reading.

Key question words like '*Where*' and '*When*' are often misinterpreted or confused in Part 5, so do exercises which encourage quick, accurate reading so that key question words are correctly identified and understood.

Candidates should practise answering questions with single words, with the emphasis on selecting key information.

Starters Speaking

3–5 minutes/5 parts

The Speaking Test is a face-to-face test with one examiner and one candidate. It lasts approximately four minutes. The examiner's language is scripted to ensure fairness to all candidates. The script gives examiners scope to offer help and encouragement.

Each child is taken into the test by an usher. This is someone who speaks the candidate's first language and may be known to the child. The usher explains the test format in the child's first language, before taking the child into the exam room and introducing them to the examiner.

The mark for the Speaking Test is based on ratings for interactive listening ability, production of words and phrases, and pronunciation.

Part 1

The examiner greets the candidate and checks the candidate's name. This part is unassessed.

The examiner starts the test by demonstrating what is required and then asks the child to point to objects on the scene picture.

Part 2

The examiner asks the candidate to point to three object cards and gives instructions to place them in different locations on the scene picture.

Part 3

The examiner asks the candidate some questions about the scene picture.

Part 4

The examiner asks the candidate questions about three of the object cards.

Part 5

The examiner asks the candidate some personal questions on topics such as age, family, school and friends.

Summary of Starters Speaking Test

| Parts | Main skill focus | Input | Expected response |
|-------|--|--|---|
| 1 | Understanding and following spoken instructions | Scene picture | Point to correct part of the picture |
| 2 | Understanding and following spoken instructions | Scene picture and 8 small object cards | Place object cards on the scene picture as directed |
| 3 | Understanding and answering spoken questions | Scene picture | Answer questions with short answers |
| 4 | Understanding and answering spoken questions | 3 object cards | Answer questions with short answers |
| 5 | Understanding and responding to personal questions | No visual prompt | Answer questions with short answers |

Recommendations for candidate preparation

Candidates in the Starters Speaking Test are required to follow simple instructions, answer simple questions about a picture and about themselves. These are standard tasks in most English classes for young learners. Cambridge Young Learners English Tests Sample Papers give examples of the kind of pictures, instructions and questions candidates will be asked to respond to.

Part 1

Candidates should practise identifying people, animals and things in different pictures by pointing in response to questions such as:

Where's the snake?

Where are the fish?

Starters

Part 2

Candidates should also practise placing smaller pictures in different positions on a larger picture in response to instructions such as:

Put the bike under the tree.

Put the cake in the boat.

Candidates should not worry if the required position (of, for example, the cake) does not seem to be a very appropriate one!

Part 3

Candidates should also practise answering simple questions about a picture (with one-word answers). For example:

What's this? (elephant)

What colour is it? (grey)

How many elephants are there? (two)

What's the boy doing? (drinking)

Parts 4 and 5

In Parts 4 and 5, candidates need to feel confident that they can give basic information about themselves and can answer questions such as:

How old are you?

What's your friend's name?

Is your house/flat big or small?

Can you play table tennis?

What's your favourite colour/animal/sport/food?

Use English to give everyday classroom instructions so that children become very familiar with instructions like *Look at ...* , *Listen to ...* , *Give ...* , *Put ...* , *Find ...* .

Candidates create a good impression when they can handle greetings and other social formulae confidently. Make sure they are happy using *Hello*, *Goodbye* and *Thank you*, and that they have plenty of practice at using *Sorry*, or *I don't understand* whenever this is appropriate.

Starters topics

- animals
- the body and the face
- clothes
- colours
- family and friends
- food and drink
- the home
- numbers 1–20
- places and directions
- school
- sports and leisure
- time
- toys
- transport
- weather
- work
- the world around us

Starters grammar and structures list

See vocabulary lists for a comprehensive list of words in each category.

| | Examples |
|---|--|
| <p>Nouns Singular and plural including irregular plural forms, countable and uncountable and names</p> | <p>Would you like an orange? Lemons are yellow. Pat has six mice. I eat rice for lunch. Anna is my friend.</p> |
| <p>Adjectives Including possessive adjectives</p> | <p>He's a small boy. His name is Bill.</p> |
| <p>Determiners</p> | <p>It's a a banana. This is an apple. Put the hat on the boy's head. I want some milk. These books are blue.</p> |
| <p>Pronouns Including demonstrative, personal, and possessive interrogative pronouns and 'one'</p> | <p>This is my car. Can you see me? Which is Anna? Yes, please. I'd like one. This is mine! Is that yours?</p> |
| <p>Verbs (Positive, negative, question, imperative and short answer forms, including contractions)</p> <p>Present simple</p> <p>Present continuous (not with future reference)</p> <p>Can for ability Can for requests/permission Have (got) for possession</p> | <p>Nick is happy. I don't like eggs. Eat your lunch! Is that your sister? Yes, it is. What are you doing? The cat's sleeping. The baby can wave. Can I have some birthday cake? Have you got a pen? She hasn't got a dog</p> |
| <p>Adverbs</p> | <p>I'm colouring it now. My grandma lives here. She lives here too.</p> |
| <p>Conjunctions</p> | <p>I've got a pen and a pencil.</p> |
| <p>Prepositions of place</p> | <p>Put the clock next to the picture.</p> |
| <p>Question words</p> | <p>Who is that man? Where is Alex?</p> |
| <p>Impersonal you</p> | <p>How do you spell that?</p> |
| <p>Have + obj + inf</p> | <p>Lucy has a book to read.</p> |
| <p>ing forms as nouns</p> | <p>Swimming is good.</p> |

Starters

| | |
|------------------------------|--|
| Let's | Let's go to the zoo! |
| Like + v + ing | I like swimming . |
| There is/there are | There is a monkey in the tree. There are some books on the table. |
| Would like + n or v | Would you like some grapes? Would you like to colour that ball? |
| Happy Birthday | You're eight today! Happy Birthday! |
| Here you are | Would you like an apple? Yes, please. Here you are. |
| Me too | I like football. Me too. |
| So do I | I love hippos. So do I. |
| story about + ing | This is a story about playing football. |
| What (a/an) + adj + n | What a good dog! What beautiful fish! |
| What now? | Put the egg in the box. OK! The egg is in the box. What now? |

Starters alphabetic vocabulary list

Grammatical Key

| | | | |
|-------------|------------------|-------------|---------------|
| <i>adj</i> | adjective | <i>int</i> | interrogative |
| <i>adv</i> | adverb | <i>n</i> | noun |
| <i>conj</i> | conjunction | <i>poss</i> | possessive |
| <i>det</i> | determiner | <i>prep</i> | preposition |
| <i>dis</i> | discourse marker | <i>pron</i> | pronoun |
| <i>excl</i> | exclamation | <i>v</i> | verb |

| | | | | |
|----------|--|---|---|--|
| A | <i>a det</i> <i>about prep</i> <i>add v</i> <i>afternoon n</i> <i>again adv</i> | <i>Alex n</i> <i>alphabet n</i> <i>an det</i> <i>and conj</i> <i>angry adj</i> | <i>animal n</i> <i>Ann n</i> <i>Anna n</i> <i>answer n + v</i> <i>apartment n (UK flat)</i> | <i>apple n</i> <i>arm n</i> <i>armchair n</i> <i>ask v</i> <i>at prep of place</i> |
| B | <i>baby n</i> <i>badminton n</i> <i>bag n</i> <i>ball n</i> <i>banana n</i> <i>baseball n</i> <i>basketball n</i> <i>bath n</i> <i>bathroom n</i> <i>be v</i> <i>beach n</i> | <i>bean n</i> <i>beautiful adj</i> <i>bed n</i> <i>bedroom n</i> <i>behind prep</i> <i>Ben n</i> <i>between prep</i> <i>big adj</i> <i>bike n</i> <i>Bill n</i> <i>bird n</i> | <i>birthday n</i> <i>black adj</i> <i>blue adj</i> <i>board n</i> <i>boat n</i> <i>body n</i> <i>book n</i> <i>bookcase n</i> <i>bounce v</i> <i>box n</i> <i>boy n</i> | <i>bread n</i> <i>breakfast n</i> <i>brother n</i> <i>brown adj</i> <i>burger n</i> <i>bus n</i> <i>but conj</i> <i>bye (-bye) excl</i> |
| C | <i>cake n</i> <i>camera n</i> <i>can v</i> <i>car n</i> <i>carrot n</i> <i>cat n</i> <i>catch (e.g. a ball) v</i> <i>chair n</i> | <i>chicken n</i> <i>child/children n</i> <i>chips n (US fries)</i> <i>choose v</i> <i>class n</i> <i>classroom n</i> <i>clean adj + v</i> <i>clock n</i> | <i>close v</i> <i>closed adj</i> <i>clothes n</i> <i>coconut n</i> <i>colour n + v</i> <i>come v</i> <i>complete v</i> <i>computer n</i> | <i>correct adj</i> <i>cousin n</i> <i>cow n</i> <i>crocodile n</i> <i>cross n + v</i> <i>cupboard n</i> |
| D | <i>dad(dy) n</i> <i>day n</i> <i>desk n</i> <i>dining room n</i> <i>dinner n</i> | <i>dirty adj</i> <i>do v</i> <i>dog n</i> <i>doll n</i> <i>door n</i> | <i>double adj</i> <i>draw v</i> <i>drawing n</i> <i>dress n</i> <i>drink n + v</i> | <i>drive v</i> <i>duck n</i> |
| E | <i>ear n</i> <i>eat v</i> <i>egg n</i> | <i>elephant n</i> <i>end n</i> <i>English adj + n</i> | <i>enjoy v</i> <i>eraser n (UK rubber)</i> <i>evening n</i> | <i>example n</i> <i>eye n</i> |
| F | <i>face n</i> <i>family n</i> <i>father n</i> <i>favourite adj</i> <i>find v</i> <i>fish (s + pl) n</i> | <i>fishing n</i> <i>flat n (US apartment)</i> <i>floor n</i> <i>flower n</i> <i>fly v</i> <i>food n</i> | <i>foot/feet n</i> <i>football n (US soccer)</i> <i>for prep</i> <i>friend n</i> <i>fries n (UK chips)</i> <i>frog n</i> | <i>from prep</i> <i>fruit n</i> <i>funny adj</i> |

Starters

| | | | | |
|----------|---|--|--|--|
| G | game <i>n</i> garden <i>n</i> get <i>v</i> giraffe <i>n</i> girl <i>n</i> give <i>v</i> | glasses <i>n</i> go <i>v</i> goat <i>n</i> good <i>adj</i> goodbye <i>excl</i> grandfather <i>n</i> | grandma <i>n</i> grandmother <i>n</i> grandpa <i>n</i> grape <i>n</i> gray <i>adj</i> (UK grey) great <i>adj + excl</i> | green <i>adj</i> grey <i>adj</i> (US gray) guitar <i>n</i> |
| H | hair <i>n</i> hall <i>n</i> hand <i>n</i> handbag <i>n</i> happy <i>adj</i> hat <i>n</i> have <i>v</i> | have got <i>v</i> he <i>pron</i> head <i>n</i> helicopter <i>n</i> hello <i>excl</i> her <i>poss adj + pron</i> here <i>adv</i> | hers <i>pron</i> him <i>pron</i> hippo <i>n</i> his <i>poss adj + pron</i> hit <i>v</i> hobby <i>n</i> hockey <i>n</i> | hold <i>v</i> horse <i>n</i> house <i>n</i> how <i>int</i> how many <i>int</i> how old <i>int</i> |
| I | I <i>pron</i> ice cream <i>n</i> | in <i>prep of place</i> in front of <i>prep</i> | it <i>pron</i> its <i>poss adj + pron</i> | |
| J | jacket <i>n</i> jeans <i>n</i> | Jill <i>n</i> juice <i>n</i> | jump <i>v</i> | |
| K | kick <i>v</i> Kim <i>n</i> | kitchen <i>n</i> kite <i>n</i> | know <i>v</i> | |
| L | lamp <i>n</i> learn <i>v</i> leg <i>n</i> lemon <i>n</i> lemonade <i>n</i> lesson <i>n</i> let's <i>v</i> | letter <i>n</i> (as in alphabet) like <i>prep + v</i> lime <i>n</i> line <i>n</i> listen <i>v</i> live <i>v</i> living room <i>n</i> | lizard <i>n</i> long <i>adj</i> look <i>v</i> look at <i>v</i> lorry <i>n</i> (US truck) a lot <i>adv + pron</i> a lot of <i>det</i> | lots <i>adv + pron</i> lots of <i>det</i> love <i>v</i> Lucy <i>n</i> lunch <i>n</i> |
| M | make <i>v</i> man/men <i>n</i> mango <i>n</i> many <i>det</i> mat <i>n</i> May (as in girl's name) <i>n</i> | me <i>pron</i> me too <i>dis</i> meat <i>n</i> milk <i>n</i> mine <i>pron</i> mirror <i>n</i> | Miss <i>title</i> monkey <i>n</i> monster <i>n</i> morning <i>n</i> mother <i>n</i> motorbike <i>n</i> | mouse/mice <i>n</i> mouth <i>n</i> Mr <i>title</i> Mrs <i>title</i> mum(my) <i>n</i> my <i>poss adj</i> |
| N | name <i>n</i> new <i>adj</i> next to <i>prep</i> | nice <i>adj</i> Nick <i>n</i> night <i>n</i> | no <i>adv + det</i> nose <i>n</i> not <i>adv</i> | now <i>adv</i> number <i>n</i> |
| O | of <i>prep</i> oh <i>dis</i> oh dear <i>excl</i> OK <i>adj + dis</i> | old <i>adj</i> on <i>prep of place</i> one <i>det + pron</i> onion <i>n</i> | open <i>adj + v</i> or <i>conj</i> orange <i>adj + n</i> our <i>poss adj</i> | ours <i>pron</i> |
| P | page <i>n</i> paint <i>n + v</i> painting <i>n</i> pardon <i>int</i> park <i>n</i> part <i>n</i> Pat <i>n</i> | pea <i>n</i> pear <i>n</i> pen <i>n</i> pencil <i>n</i> person/people <i>n</i> phone <i>n + v</i> photo <i>n</i> | piano <i>n</i> pick up <i>v</i> picture <i>n</i> pineapple <i>n</i> pink <i>adj</i> plane <i>n</i> play <i>v</i> | playground <i>n</i> please <i>dis</i> point <i>v</i> potato <i>n</i> purple <i>adj</i> put <i>v</i> |
| Q | question <i>n</i> | | | |

| | | | |
|--|--|---|--|
| R radio <i>n</i> read <i>v</i> red <i>adj</i> | rice <i>n</i> ride <i>v</i> right <i>adj</i> (as in correct) | right <i>dis</i> robot <i>n</i> room <i>n</i> | rubber <i>n</i> (US eraser) ruler <i>n</i> run <i>v</i> |
| S sad <i>adj</i> Sam <i>n</i> sand <i>n</i> sausage <i>n</i> say <i>v</i> school <i>n</i> sea <i>n</i> see <i>v</i> sentence <i>n</i> she <i>pron</i> sheep (<i>s + pl</i>) <i>n</i> shell <i>n</i> | shirt <i>n</i> shoe <i>n</i> shop <i>n</i> (US store) short <i>adj</i> show <i>v</i> sing <i>v</i> sister <i>n</i> sit <i>v</i> skirt <i>n</i> sleep <i>v</i> small <i>adj</i> smile <i>n + v</i> | snake <i>n</i> so <i>dis</i> soccer <i>n</i> (UK football) sock <i>n</i> sofa <i>n</i> some <i>det</i> song <i>n</i> sorry <i>adj + int</i> spell <i>v</i> spider <i>n</i> sport <i>n</i> stand <i>v</i> | start <i>v</i> stop <i>v</i> store <i>n</i> (UK shop) story <i>n</i> street <i>n</i> Sue <i>n</i> sun <i>n</i> supper <i>n</i> swim <i>v</i> |
| T table <i>n</i> table tennis <i>n</i> tail <i>n</i> take a photo/picture <i>v</i> talk <i>v</i> teacher <i>n</i> television/TV <i>n</i> tell <i>v</i> tennis <i>n</i> test <i>n + v</i> thank you <i>dis</i> | thanks <i>dis</i> that <i>det + pron</i> the <i>det</i> their <i>poss adj</i> theirs <i>pron</i> them <i>pron</i> then <i>adv + dis</i> there <i>adv</i> these <i>det + pron</i> they <i>pron</i> this <i>det + pron</i> | those <i>det + pron</i> throw <i>v</i> tick <i>n + v</i> tiger <i>n</i> to <i>prep</i> today <i>adv + n</i> Tom <i>n</i> tomato <i>n</i> Tony <i>n</i> too <i>adv</i> toy <i>n</i> | train <i>n</i> tree <i>n</i> trousers <i>n</i> truck <i>n</i> (UK lorry) try <i>n + v</i> T-shirt <i>n</i> TV/television <i>n</i> |
| U ugly <i>adj</i> | under <i>prep</i> | understand <i>v</i> | us <i>pron</i> |
| V very <i>adv</i> | | | |
| W walk <i>v</i> wall <i>n</i> want <i>v</i> watch <i>n + v</i> water <i>n</i> watermelon <i>n</i> | wave <i>v</i> we <i>pron</i> wear <i>v</i> well <i>dis</i> well done <i>dis</i> what <i>int</i> | where <i>int</i> which <i>int</i> white <i>adj</i> who <i>int</i> whose <i>int</i> window <i>n</i> | with <i>prep</i> woman/women <i>n</i> word <i>n</i> would like <i>v</i> wow! <i>excl</i> write <i>v</i> |
| X (No words at this level) | | | |
| Y yellow <i>adj</i> yes <i>adv</i> | you <i>pron</i> young <i>adj</i> | your <i>poss adj</i> yours <i>pron</i> | |
| Z zoo <i>n</i> | | | |

Letters & Numbers Candidates will be expected to understand and write the letters of the alphabet and numbers 1–20.

Names Candidates will be expected to recognise and write the following names:

| | | | | |
|------|------|------|------|------|
| Alex | Ben | Kim | Nick | Sue |
| Ann | Bill | Lucy | Pat | Tom |
| Anna | Jill | May | Sam | Tony |

Movers Listening

Approximately 25 minutes/25 items

There are five parts. Each part begins with one example. All tasks are heard twice.

Part 1

In this task, candidates look at a picture which shows people doing different things. Above and below are people's names. Candidates listen to a dialogue between an adult and a child and draw lines from the names to the correct person in the picture.

Part 2

This is a note-taking exercise in which candidates listen to a conversation between two speakers and write a word or a number next to five short prompts on a form or page of a notepad. Some misspellings will be allowed for words which are not spelled out on the recording.

Part 3

In this task candidates listen to a dialogue in which a child describes to an adult what he/she did during the past week. Candidates listen and draw lines from the days of the week to the correct pictures.

Part 4

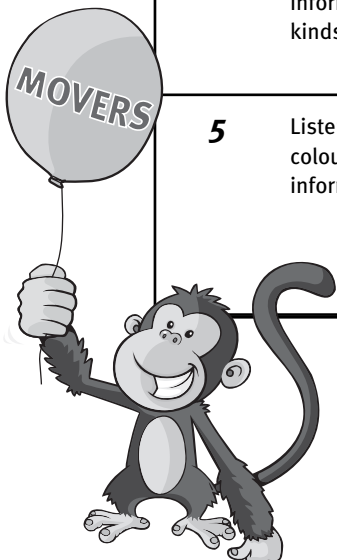
This task consists of five questions, each a three-option multiple-choice with pictures. Candidates listen to five dialogues in which the speakers are clearly differentiated by age or gender. Candidates listen and tick the correct picture.

Part 5

This task consists of a dialogue in which an adult asks a child to colour different things in a picture, and write a simple word or draw an object. Candidates listen to the dialogue and follow the instructions.

Summary of Movers Listening Test

| Parts | Main skill focus | Input | Expected response | Number of items |
|-------|---|---|---|-----------------|
| 1 | Listening for names and descriptions | Picture, names and dialogue | Draw lines to match names to people in a picture | 5 |
| 2 | Listening for names, spellings and other information | Form or page of notepad with missing words and dialogue | Write words or numbers in gaps | 5 |
| 3 | Listening for specific information (past tense) | Pictures, days of the week and dialogue | Draw lines from days of week to correct pictures | 5 |
| 4 | Listening for specific information of various kinds | 3-option multiple-choice pictures and dialogues | Tick boxes under correct pictures | 5 |
| 5 | Listening for words, colours and specific information | Picture and dialogue | Carry out instructions to colour and draw or write (Range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow) | 5 |



Recommendations for candidate preparation

Part 1

Ensure that candidates realise that there is one extra name at the top of the page which will not be mentioned. They should not aim to connect all seven names to a person in the picture.

Make sure that candidates know which first names on the vocabulary lists are male and which are female. Note that *Alex*, *Kim*, *Pat*, and *Sam* may be used to refer either to a boy or to a girl.

Train candidates to listen for all the information that they are given about a particular person. They should not jump to conclusions after hearing one piece of information, as usually some further information will be required in order to identify the correct person.

Part 2

Candidates often find this part of the Movers Listening test difficult. Practise by doing similar productive tasks in the classroom.

Encourage candidates to be as accurate as possible in their spelling of the words on the Starters and Movers vocabulary lists.

Ensure that candidates realise that they have to write responses which make sense, given the prompts on the question paper. They should look at these prompts carefully and think about what they mean before listening to the recording.

Part 3

Train candidates to draw a line to the appropriate picture in the most direct way possible, rather than across two or three other pictures which may well lead to confusion. Make sure candidates realise they will be expected to use any one day of the week once only, and that one day of the week will not be used at all.

Encourage candidates not to leave any questions unanswered. When they have used all the days that they are sure about, they should try to make an intelligent guess as to which days the remaining pictures represent.

Part 4

Make sure that candidates realise that they must listen to the whole dialogue, before deciding on their answer.

Often quite a wide range of vocabulary is covered in this part of the test. Candidates must be familiar with all the words in the Starters and Movers vocabulary lists, in order to be sure of achieving full marks.

Part 5

Ensure that candidates appreciate that they will either have to draw or write something for one of the questions in this part of the Movers test. If they have to write something, it will not be a difficult word and there will probably be something in the picture that makes it a logical word to write.

Train candidates to listen carefully for prepositional phrases which describe exactly where something is (e.g. *the bag behind the chair* or *the towel on the floor under the desk*).

Movers Reading & Writing

30 minutes/40 items

There are six parts. Each part begins with one or two examples. **Correct spelling is required in all parts of the Reading & Writing Test.**

Part 1

In this task, candidates match words and definitions. There are eight pictures, each with the words that they illustrate written under them, and six definitions. Candidates copy the correct words next to the definitions.

Part 2

Candidates look at a picture and six statements, some of which correctly describe the picture and some which do not. Candidates write 'yes' or 'no' as appropriate.

Part 3

In this task, candidates read a short written dialogue, for which three different responses are given for what the second speaker says in his/her turn. Candidates choose the correct response by circling letters.

Part 4

Candidates read a text and look at the words and pictures in a box next to the text. They then copy the correct words in each of the six gaps. The missing words are nouns, adjectives or verbs (present and past tense). There are two extra words which candidates should not use.

Candidates choose the best title for the story from a choice of three.

Part 5

Candidates read a story and complete sentences using one, two or three words. The story is divided into three sections each with an illustration. The pictures do not provide answers to the questions.

Part 6

In this task, candidates read a factual text which contains five gaps. They choose the correct word from a choice of three and copy the correct words in the gaps. This task has a grammatical focus.

Summary of Movers Reading & Writing Test

| Parts | Main skill focus | Input | Expected response | Number of items |
|----------|--|--|--|-----------------|
| 1 | Reading short definitions and matching to words Writing words | Labelled pictures and definitions | Copy correct words next to definitions | 6 |
| 2 | Reading sentences about a picture Writing one-word answers | Picture and sentences | Write 'yes/no' | 6 |
| 3 | Reading a dialogue Choosing the correct responses | Short dialogue with multiple-choice responses | Choose correct response by circling a letter | 6 |
| 4 | Reading for specific information and gist Copying words | Cloze text, words and pictures | Choose and copy missing words correctly. Tick a box to choose the best title for the story | 7 |
| 5 | Reading a story Completing sentences | Story, pictures and gapped sentences | Complete sentences about story by writing 1, 2 or 3 words | 10 |
| 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 the corresponding gaps | 5 |

Recommendations for candidate preparation

General comment

Many marks are lost because letters and/or words are not clearly written. Remind candidates to check what they have written is clear enough to be read by someone who is not familiar with their handwriting. It is often better not to use joined-up writing, as letters can become confused and unclear.

Candidates should be reminded to write only as much as they need to, as marks are often lost attempting unnecessarily long answers which provide more opportunity for making mistakes.

Because young candidates are unlikely to have had much experience managing their time in exams, it can be helpful when doing classroom tasks to give a time limit, both to improve concentration and prevent candidates being distracted by other things.

Make sure candidates are familiar with the structures and vocabulary in the Starters and Movers syllabuses.

Part 1

Give candidates practice in reading and writing definitions of items from the Movers vocabulary list. Ensure candidates are familiar with the structures and vocabulary commonly used in defining things, such as *you* with general reference (e.g. *You can find books or do your homework in this place*), relative pronouns and infinitives used to express purpose.

Candidates should practise accurate copying, but remind them to copy the whole option and not to add anything extra. This means including the article if there is one, and not adding one if it is not needed. Once they have written the answer, they should check that they have spelled the word correctly.

Part 2

Give candidates plenty of practice matching pictures and sentences, drawing their attention to elements such as prepositions and verb forms (especially the present continuous tense) and using pictures which make these distinctions clear. Give more pictures than sentences, so that they really have to think about the distinction between, for example, *is riding a bike* and *has got a bike*.

Remind candidates that the sentence must be completely true according to the picture for a *yes* answer, for example, *The floor is wet and there's a toothbrush on it*.

Part 3

Remind candidates to read all the options before choosing the best and most appropriate one. Practise appropriate responses, not just to questions, but also to statements.

Give plenty of practice with the use of set (formulaic) expressions and with short *Yes/No* answers.

Give plenty of practice, too, with multiple-choice questions to encourage candidates to understand the differences between the options in meaning, grammar, sense and appropriacy.

Part 4

Candidates should be encouraged to read the whole text to get a general idea of what it is about before trying to complete the first gap. Make sure candidates realise that they need to read the text surrounding the question to be able to correctly fill the gap. Practice in guessing which word could go into each gap would be

extremely useful. Candidates can then confirm their guesses by seeing, and choosing from, the options on the facing page.

Also, practise choosing the right form of words (plural/singular nouns, adjectives, verbs) within sentences and texts. Help candidates to identify words or structures that will indicate what form of word the answer should be.

Part 5

Remind candidates that the pictures are there to support the story, although they do not provide the answers to the questions. Useful practice can be gained from predicting an outline of the story from the three pictures and the title. However, it must be remembered that the answers should always be found in the texts. Practice in reading for gist is useful, as are tasks aimed at understanding whole texts, for example, selecting titles for paragraphs or complete stories.

Give candidates practice in finding synonyms/alternatives for nouns, identifying what is being referred to in a text, how nouns can be replaced with pronouns, and how sentences can be turned around whilst retaining their meaning (e.g. *On Friday the family ate breakfast in the garden* can become *The family had breakfast in the garden on Friday*). Candidates are not expected to produce vocabulary or grammatical structures that are not in the text, but must ensure that the words they choose to complete the sentence frames are grammatically correct.

Part 6

As with Part 4 above, candidates should practise choosing and forming the correct type of word (nouns, adjectives, verbs) to fit into sentences and texts.

Remind candidates that they must choose from the three options given. It is not necessary for them to think of a word to fit each space. Remind candidates to be careful to check that they have chosen a word from the correct set of options.

As in Part 5, practise reading skills such as understanding how pronouns can refer back to names or items.

Movers Speaking

5–7 minutes/4 parts

The Speaking Test is a face-to-face test with one candidate and one examiner. It lasts approximately six minutes. The examiner's language is scripted to ensure fairness to all candidates. The script gives examiners scope to offer help and encouragement.

Each child is taken into the test by an usher. This is someone who speaks the candidate's first language and may be known to the child. The usher explains the test format in the child's first language, before taking the child into the exam room and introducing them to the examiner.

The mark for the Speaking Test is based on ratings for interactive listening ability, production of appropriate and extended responses, and pronunciation.

Part 1

The examiner greets the candidate and checks the candidate's name. This part is unassessed.

The examiner starts the test by demonstrating what is required and by showing the candidate two pictures which look similar, but have

some differences. The examiner then asks the candidate to describe four differences.

Part 2

The examiner shows the candidate a sequence of four pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. He/she then asks the candidate to describe the other three pictures.

Part 3

The examiner shows the candidate four sets of four pictures where one picture in each set is the 'odd-one-out'. The candidate has to identify which picture is the odd-one-out in the remaining three sets and say why.

Part 4

The examiner asks the candidate some personal questions on topics such as school, weekends, friends and hobbies.

Summary of Movers Speaking Test

| Parts | Main skill focus | Input | Expected response |
|-------|---|--------------------------------------|---|
| 1 | Describing 2 pictures by using short responses | 2 similar pictures | Identify 4 differences between pictures |
| 2 | Understanding the beginning of a story and then continuing it based on a series of pictures | Picture sequence | Describe each picture in turn |
| 3 | Suggesting a picture which is different and explaining why | Picture sets | Identify odd-one-out and give reason |
| 4 | Understanding and responding to personal questions | Open-ended questions about candidate | Answer personal questions |

Recommendations for candidate preparation

Candidates in the Movers Speaking test are required to follow instructions and talk in a very simple way about different pictures, and to answer simple questions about themselves. These are standard tasks in most English classes for young learners. Cambridge Young Learners English Tests Sample Papers give examples of the kind of pictures, instructions and questions candidates will be asked to respond to.

Part 1

For Part 1, candidates should practise describing differences between two similar pictures. The differences may be related to colour, size, number, position, appearance, activity, etc.

For example:

This coat is red, but this one's yellow.

Here, there's a bird, but here there's a cat.

Here, the boy's eating a burger, but here he's eating chips.

It's cloudy in this picture, but it's sunny in this one.

Although the above represent examples of ideal responses, something much simpler is perfectly acceptable. For example, *Here red and here yellow*, etc.

Part 2

Part 2 in the Movers Speaking test requires candidates to tell a simple story based on four pictures. Candidates will benefit from practice in telling simple picture stories. Note that examiners are not looking for evidence of storytelling skills. Candidates are only expected to say a few words about each picture in the sequence without necessarily developing these comments into a narrative.

Before asking candidates to tell the story, the examiner says, *'Look at the pictures first.'* Advise candidates to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence without developing these comments into a story. The examiner will prompt by asking a question if a candidate needs help.

The structures candidates will need most frequently in this task are *There is/are*, the present tense of the verbs *be* and *have (got)*, the modals *can/can't* and *must/mustn't* and the present continuous tense of some action verbs (for example, *play, read, look at, write, laugh, go*). They should be able to say things like *The woman's talking, The boy's in the park*. Candidates should also be able to describe simple feelings, for example, *The boy is/isn't happy*. The examiner will prompt by asking a question if a candidate needs help.

Part 3

For Part 3, candidates should practise identifying the different one in a set of four pictures – for example, a picture of a book among three pictures of different fruits, a picture of some children sitting among three pictures of people dancing, a picture of a sweater among three pictures of animals and a picture of something on a bed among three pictures of something under a bed. Candidates are only expected to give simple reasons for choosing a picture as the different one. For example:

These are fruit, this isn't.

This is a road, but these are water.

These are animals and this isn't.

This is on a bed, but these are under it.

There may be many different ways of expressing the same difference. Candidates may also find an alternative difference to the one intended. This is perfectly acceptable provided they give a reason for their choice.

Part 4

Finally, for Part 4, make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes. They should be able to answer questions such as:

Who do you play with at school?

What games do you play at school?

What do you have for lunch?

Only simple answers of between one to four words are expected. Questions will normally be in the present tense, but candidates should also be prepared to use the past tense and answer questions about, for example, what they did last weekend.

Use English to give everyday classroom instructions so that candidates become very familiar with the English of classroom exercises and activities.

Candidates create a good impression when they can handle greetings and other social formulae confidently. Make sure they are happy using *Hello, Goodbye* and *Thank you*. Encourage them to use *Sorry* or *I don't understand* when this is appropriate.

Movers topics

Topics new at this level are in **bold**

- animals
- the body and the face
- clothes
- colours
- family and friends
- food and drink
- **health**
- the home
- numbers 1–100
- places and directions
- school
- sports and leisure
- time
- toys
- transport
- weather
- work
- the world around us

Movers grammar and structures list

The list below details what is new at Movers level. Movers candidates will be expected to know everything on this list in addition to the list at Starters level.

See vocabulary lists for a comprehensive list of words in each category.

| | Examples |
|---|--|
| Indirect objects | Give it to the teacher! |
| Comparative and superlative adjectives | Your house is bigger than mine. Anna is my best friend. |
| Verbs (Positive, negative, question, imperative and short answer forms, including contractions) Past simple regular and irregular forms | We went to the park yesterday. Her father cooked lunch on Friday. Did you go to the cinema? Yes, I did . We didn't see the pirate at the party. |
| Verb + infinitive | I want to go home. He started to laugh . |
| Verb + ing | I went riding on Saturday. |
| Infinitive of purpose | She went to town to buy a toothbrush. |
| Want/ask someone to do something | He wants the teacher to tell a story. |
| Must for obligation | He must do his homework. You mustn't give the rabbit cheese. Must I get up now? |
| Have (got) to/had to | I've got to go. Do I have to go to bed now? He had to draw a whale for homework. |
| Shall for offers | Shall I help you wash the car, Mum? |
| Could (past form of can) | I could see some birds in the tree. |
| Adverbs | She never eats meat. He sang loudly . My mother talks a lot . |
| Comparative and superlative adverbs | My brother reads more quickly than my sister. I like ice cream best . |
| Conjunctions | I went home because I was tired. |
| Prepositions of time | She plays with her friends after school. He plays badminton on Saturdays. |
| Question words | Why is he talking to her? When does school start? |

| | |
|---|---|
| Relative clauses | Vicky is the girl who is riding a bike . That is the DVD which my friend gave me . This is the house where my friend lives . |
| What is/was the weather like? | What was the weather like last weekend? |
| What's the matter? | What's the matter , Daisy? Have you got a stomach-ache? |
| How/what about + n or ing | How about going to the cinema on Wednesday afternoon? |
| When clauses (not with future meaning) | When he got home, he had his dinner. |
| Go for a + n | Yesterday we went for a drive in my brother's new car. |
| Be called + n | A baby cat is called a kitten. |
| Be good at + n | She's very good at basketball. |
| I think/know ... | I think he's very nice. |

Movers alphabetic vocabulary list

The following words appear for the first time at Movers level.

| Grammatical Key | | | |
|-----------------|------------------|-------------|---------------|
| <i>adj</i> | adjective | <i>int</i> | interrogative |
| <i>adv</i> | adverb | <i>n</i> | noun |
| <i>conj</i> | conjunction | <i>poss</i> | possessive |
| <i>det</i> | determiner | <i>prep</i> | preposition |
| <i>dis</i> | discourse marker | <i>pron</i> | pronoun |
| <i>excl</i> | exclamation | <i>v</i> | verb |

| | | | | |
|----------|---|---|---|--|
| A | above <i>prep</i> address <i>n</i> afraid <i>adj</i> after <i>prep</i> | age <i>n</i> all <i>adv + det + pron</i> all right <i>adj + adv</i> always <i>adv</i> | another <i>det + pron</i> any <i>det + pron</i> at <i>prep of time</i> aunt <i>n</i> | awake <i>adj</i> |
| B | back <i>adj + adv + n</i> bad <i>adj</i> badly <i>adv</i> balcony <i>n</i> bank <i>n</i> basement <i>n</i> bat <i>n</i> | be called <i>v</i> bear <i>n</i> beard <i>n</i> because <i>conj</i> before <i>prep</i> below <i>prep</i> best <i>adj + adv</i> | better <i>adj + adv</i> blanket <i>n</i> blond(e) <i>adj</i> boring <i>adj</i> both <i>det + pron</i> bottle <i>n</i> bottom <i>adj + n</i> | bowl <i>n</i> bring <i>v</i> bus station <i>n</i> busy <i>adj</i> buy <i>v</i> by <i>prep</i> |
| C | café <i>n</i> cage <i>n</i> call <i>v</i> careful <i>adj</i> carefully <i>adv</i> carry <i>v</i> catch <i>v</i> (e.g. a bus) CD <i>n</i> | CD player <i>n</i> cheese <i>n</i> cinema <i>n</i> city <i>n</i> clever <i>adj</i> climb <i>v</i> cloud <i>n</i> cloudy <i>adj</i> | clown <i>n</i> coat <i>n</i> coffee <i>n</i> cold <i>adj + n</i> come on! <i>excl</i> comic <i>n</i> comic book <i>n</i> cook <i>v</i> | cough <i>n</i> could <i>v</i> (as in past of can for ability) country <i>n</i> countryside <i>n</i> cry <i>v</i> cup <i>n</i> curly <i>adj</i> |
| D | Daisy <i>n</i> dance <i>v</i> daughter <i>n</i> difference <i>n</i> | different <i>adj</i> difficult <i>adj</i> doctor <i>n</i> dolphin <i>n</i> | down <i>adv + prep</i> downstairs <i>adv + n</i> dream <i>n + v</i> drive <i>n</i> | driver <i>n</i> drop <i>v</i> DVD <i>n</i> |
| E | earache <i>n</i> easy <i>adj</i> | elevator <i>n</i> (UK lift) email <i>n + v</i> | every <i>det</i> exciting <i>adj</i> | excuse me <i>dis</i> |
| F | fair <i>adj</i> famous <i>adj</i> fan <i>n</i> farm <i>n</i> | farmer <i>n</i> fat <i>adj</i> field <i>n</i> film <i>n + v</i> (US movie) | fine <i>adj + excl</i> first <i>adj + adv</i> fish <i>v</i> floor <i>n</i> (e.g. ground, 1st, etc.) | fly <i>n</i> forest <i>n</i> Fred <i>n</i> Friday <i>n</i> |
| G | get dressed <i>v</i> get undressed <i>v</i> get up <i>v</i> | glass <i>n</i> go shopping <i>v</i> granddaughter <i>n</i> | grandparent <i>n</i> grandson <i>n</i> grass <i>n</i> | ground <i>n</i> grown-up <i>n</i> |
| H | have (got) to <i>v</i> headache <i>n</i> help <i>v</i> hide <i>v</i> | holiday <i>n</i> home <i>n</i> homework <i>n</i> hop <i>v</i> | hospital <i>n</i> hot <i>adj</i> how <i>adv + int</i> how much <i>adv + int</i> | how often <i>adv + int</i> hungry <i>adj</i> hurt <i>v</i> |
| I | idea <i>n</i> in <i>prep of time</i> | inside <i>adv + n + prep</i> invite <i>v</i> | island <i>n</i> | |
| J | Jack <i>n</i> Jane <i>n</i> | Jim <i>n</i> John <i>n</i> | jungle <i>n</i> | |

| | | | |
|---|--|--|--|
| K kangaroo <i>n</i> | kick <i>n</i> | kind <i>n</i> | kitten <i>n</i> |
| L lake <i>n</i> last <i>adj + adv</i> laugh <i>n + v</i> | leaf/leaves <i>n</i> library <i>n</i> lift <i>n</i> (US elevator) | lion <i>n</i> look for <i>v</i> lose <i>v</i> | loud <i>adj</i> loudly <i>adv</i> |
| M map <i>n</i> market <i>n</i> Mary <i>n</i> matter <i>n</i> | mean <i>v</i> mistake <i>n</i> Monday <i>n</i> moon <i>n</i> | more <i>adv + det + pron</i> most <i>adv + det + pron</i> mountain <i>n</i> moustache <i>n</i> | move <i>v</i> movie <i>n</i> (UK film) music <i>n</i> must <i>v</i> |
| N naughty <i>adj</i> near <i>adv + prep</i> | neck <i>n</i> need <i>v</i> | never <i>adv</i> nothing <i>pron</i> | nurse <i>n</i> |
| O off <i>adv + prep</i> often <i>adv</i> | on <i>adv + prep of time</i> only <i>adv</i> | opposite <i>prep</i> out <i>adv</i> | out of <i>prep</i> outside <i>adv + n + prep</i> |
| P panda <i>n</i> parent <i>n</i> parrot <i>n</i> party <i>n</i> | pasta <i>n</i> Paul <i>n</i> pet <i>n</i> Peter <i>n</i> | picnic <i>n</i> pirate <i>n</i> place <i>n</i> plant <i>n + v</i> | present <i>n</i> puppy <i>n</i> put on <i>v</i> |
| Q quick <i>adj</i> | quickly <i>adv</i> | quiet <i>adj</i> | quietly <i>adv</i> |
| R rabbit <i>n</i> rain <i>n + v</i> | rainbow <i>n</i> ride <i>n</i> | river <i>n</i> road <i>n</i> | rock <i>n</i> round <i>adj + adv + prep</i> |
| S sail <i>n + v</i> salad <i>n</i> Sally <i>n</i> sandwich <i>n</i> Saturday <i>n</i> scarf <i>n</i> second <i>adj + adv</i> See you! <i>excl</i> shall <i>v</i> shark <i>n</i> | shop <i>v</i> shopping <i>n</i> shoulder <i>n</i> shout <i>v</i> shower <i>n</i> skate <i>n + v</i> skip <i>v</i> slow <i>adj</i> slowly <i>adv</i> snow <i>n + v</i> | something <i>pron</i> sometimes <i>adv</i> son <i>n</i> soup <i>n</i> sports centre <i>n</i> square <i>adj + n</i> stair(s) <i>n</i> star <i>n</i> stomach <i>n</i> stomach-ache <i>n</i> | straight <i>adj</i> strong <i>adj</i> Sunday <i>n</i> sunny <i>adj</i> supermarket <i>n</i> surprised <i>adj</i> sweater <i>n</i> swim <i>n</i> swimming pool <i>n</i> |
| T take <i>v</i> take off <i>v</i> (i.e. get undressed) tall <i>adj</i> tea <i>n</i> temperature <i>n</i> terrible <i>adj</i> text <i>n + v</i> | than <i>conj + prep</i> then <i>adv</i> thin <i>adj</i> thing <i>n</i> think <i>v</i> third <i>adj + adv</i> thirsty <i>adj</i> | Thursday <i>n</i> ticket <i>n</i> tired <i>adj</i> tooth/teeth <i>n</i> toothache <i>n</i> toothbrush <i>n</i> top <i>adj + n</i> | towel <i>n</i> town <i>n</i> treasure <i>n</i> Tuesday <i>n</i> |
| U uncle <i>n</i> | up <i>adv + prep</i> | upstairs <i>adv + n</i> | |
| V vegetable <i>n</i> | Vicky <i>n</i> | video <i>n + v</i> | village <i>n</i> |
| W wait <i>v</i> wake (up) <i>v</i> walk <i>n</i> wash <i>n + v</i> waterfall <i>n</i> weak <i>adj</i> weather <i>n</i> | Wednesday <i>n</i> week <i>n</i> weekend <i>n</i> well <i>adj + adv</i> wet <i>adj</i> whale <i>n</i> when <i>adv + conj + int</i> | which <i>pron</i> who <i>pron</i> why <i>int</i> wind <i>n</i> windy <i>adj</i> work <i>n + v</i> world <i>n</i> | worse <i>adj + adv</i> worst <i>adj + adv</i> would <i>v</i> wrong <i>adj</i> |

Movers

X (No words at this level)

Y yesterday *adv + n*

Z (No words at this level)

Numbers Candidates will be expected to understand and write numbers 21–100 and ordinals 1st–20th.

Names Candidates will be expected to recognise and write the following names, which are new at Movers level:

Daisy
Fred
Jack

Jane
Jim
John

Mary
Paul
Peter

Sally
Vicky

Flyers Listening

Approximately 25 minutes/25 items

There are five parts. Each part begins with one example. All texts are heard twice.

Part 1

In this task, candidates look at a picture which shows people doing different things. Above and below are people's names. Candidates listen to a dialogue between an adult and a child and draw lines from the names to the correct person in the picture.

Part 2

This is a note-taking exercise in which candidates listen to a conversation between two speakers and write a word or a number next to five short prompts on a form or page of a notepad. Some misspellings will be allowed for words which are not spelled out on the recording.

Part 3

Candidates listen to a conversation which is mainly led by one speaker. They match a list of illustrated words or names with a set of pictures by writing the letter of the correct picture in a box.

Part 4

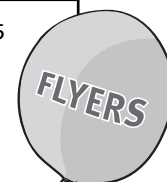
This task consists of five questions, each a three-option multiple-choice with pictures. Candidates listen to five separate dialogues in which the speakers are clearly differentiated by age or gender. Candidates listen and tick the correct picture.

Part 5

This task consists of a dialogue in which an adult asks a child to colour different things in a picture, write a simple word and draw and colour an object. Candidates listen to the dialogue and follow the instructions.

Summary of Flyers Listening Test

| Parts | Main skill focus | Input | Expected response | Number of questions |
|----------|---|--|---|---------------------|
| 1 | Listening for names and descriptions | Picture, names and dialogue | Draw lines to match names to people in a picture | 5 |
| 2 | Listening for names, spellings and other information | Form or page of a notepad with missing words and dialogue | Write words or numbers in gaps | 5 |
| 3 | Listening for words, names and detailed information | 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 | Listening for specific information of various kinds | 3-option multiple-choice pictures and dialogues | Tick box under correct picture | 5 |
| 5 | Listening for words, colours and specific information | 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 |



Recommendations for candidate preparation

Part 1

Encourage candidates to spend the time they are given to look at the picture before the questions start by thinking about how each of the characters might be described. They should be aware that they will have to focus on language that points to the differences between two similar people in the picture.

The language that candidates will need for this task is that which is used not only for describing people's clothes and physical appearance but also for commenting on what they are doing.

Practice in describing a range of pictures and photos containing people is, therefore, likely to help candidates do well in this part of the test.

Part 2

Give candidates as much practice as possible with this kind of productive task, as candidates sometimes find this task difficult.

Make sure that candidates understand the meanings of, and are also able to spell correctly, the words in the Starters, Movers and Flyers vocabulary lists.

Even at Flyers level, candidates often seem uncertain about the names of some letters of the alphabet in English. Clearly the more practice that can be given here the better.

Part 3

Make sure candidates read the introductory question at the head of the task, which sets the context, and gives the instructions. Both should help them to understand what they are being asked to do.

Encourage candidates to listen carefully to the dialogue and understand exactly what is said. They should remember that speakers will talk about the two pictures which are not correct, as well as those that are. Candidates should therefore not assume that the first word they hear is the right answer.

Part 4

Part 4 covers a wide range of the grammar and vocabulary appropriate to this level. Teachers should make sure that the structures and vocabulary listed in the syllabus have been well covered in class.

It is also very important that candidates listen to the whole of the dialogue before choosing their answer. They should be aware that the correct answer to each individual question may come at any point in the dialogue and is not necessarily the last thing mentioned.

Part 5

As with all parts of this test, make sure that candidates know exactly what is expected of them. In Part 5, for example, they are required to write something and also to draw and colour one object. They will not be expected to write or draw anything difficult. Nor will they be expected to draw or colour particularly well. They simply have to show that they have understood the instructions correctly.

For this task, candidates will need to show that they can understand language which distinguishes between two similar but slightly different objects or people. This may be a matter of understanding language which explains precisely where someone or something is, or it may be a matter of understanding language which focuses on how two people or things look different. Practice in handling these types of language will therefore stand candidates in good stead for dealing with this part of the test.

Candidates should be aware that this task is perhaps more challenging than it appears and should ensure that they listen to the instructions very carefully.

Flyers Reading & Writing

40 minutes/50 items

There are seven parts. Each part begins with one or two examples. **Correct spelling is required in all parts of the Reading & Writing Test.**

Part 1

In this task there are fifteen words and ten definitions. The words are not illustrated. Candidates match words to the corresponding definition by writing the correct words.

Part 2

Candidates look at a picture and seven statements, some of which correctly describe the picture and some which do not. Candidates write 'yes' or 'no' as appropriate.

Part 3

Candidates read a dialogue in which the second speaker's responses are missing. There is a list of possible responses for the second speaker, lettered A–G. Candidates select the appropriate response in each case and write the letter in the gap. There is one response which does not fit the dialogue.

Part 4

Candidates read a gapped text and look at words in a box beside the text. They then copy the correct word in each of the five gaps.

The missing words are nouns, adjectives, verbs (present and past tense) and adverbs. Correct spelling is required. There are four extra words which candidates should not use.

Candidates choose the best title for the story from a choice of three.

Part 5

Candidates read a story and complete sentences using one, two, three or four words. There is one continuous text and one picture. The picture provides a context for the story but does not provide answers to the questions.

Part 6

In this task candidates read a factual text which contains ten gaps. They choose the correct word from a choice of three and copy the correct words in the gaps. This task has a grammatical focus.

Part 7

Candidates read a gapped text often in the form of a diary or a letter. Candidates write one word in each of the five gaps. There is no list of words for candidates to choose from. Both lexis and grammar are tested in this task.

Summary of Flyers Reading & Writing Test

| Parts | Main skill focus | Input | Expected response | Number of questions |
|----------|--|--|--|---------------------|
| 1 | Reading definitions and matching to words Copying words | Nouns and definitions | Copy the correct words next to the definitions | 10 |
| 2 | Reading sentences about a picture Writing one-word answers | Picture and sentences | Write 'yes'/'no' | 7 |
| 3 | Reading and completing a continuous dialogue Writing letters | Half a dialogue with responses in a box | Select correct response and write A–G in gap | 5 |
| 4 | Reading for specific information and gist Copying words | Cloze text with words in a box | Choose and copy missing words correctly. Tick a box to choose the best title for the story | 6 |
| 5 | Reading a story Completing sentences | Story, picture and gapped sentences | Complete sentences about story 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 the 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 |

Recommendations for candidate preparation

General comment

Many marks are lost because letters and/or words are not clearly written. Remind candidates to check that their handwriting is clear enough to be read by someone who is not familiar with it. It is often better not to use joined-up writing, as letters can become confused and unclear.

Candidates should be reminded to write only as much as they need to, as marks are often lost attempting unnecessarily long answers, which provide more opportunities for making mistakes.

Because young candidates are unlikely to have had much experience managing their time in exams, it can be helpful when doing classroom tasks to give a time limit, both to improve concentration and prevent candidates being distracted by other things.

Make sure candidates are familiar with the structures and words in the Starters, Movers and Flyers syllabuses.

Part 1

Help candidates become familiar with vocabulary in a particular area of lexis (see thematic vocabulary lists at the back of this handbook) and practise distinguishing between words on the vocabulary list that are similar, or commonly confused.

Encourage candidates to read all the options before they answer the questions, so that they become aware of all the different related words.

Tell candidates to make sure they read the whole sentence carefully before answering.

Remind them to be careful when copying their answers; many candidates lose marks by leaving out articles, adding unnecessary articles, forgetting to make words plural, or by misspelling them.

Part 2

Remind candidates that the whole sentence must be completely true to warrant a *yes* answer. Make sure they read the whole sentence carefully before answering.

Give candidates plenty of practice matching pictures and sentences, drawing their attention to key elements of vocabulary or grammar in the sentences and using pictures which make these distinctions clear. Give more pictures than sentences, so that they really have to pay attention to the distinctions between, for example, *spots* and *stripes*.

Part 3

Remind candidates to read all the alternatives before choosing the correct one. There may initially appear to be more than one correct alternative, but an understanding of discourse features and referencing will provide the correct answer.

Practise appropriate responses, not just to questions, but also to statements.

Give candidates plenty of practice in using the set (formulaic) expressions in the vocabulary lists, and with short *yes/no* answers.

Give candidates practice in choosing appropriate responses, by giving them prompts or questions of the kind found in this part and asking them to predict responses, before giving them the options.

Spend plenty of time establishing which words in the response refer back to the first speaker's words and therefore indicate a correct answer.

Part 4

Candidates should be encouraged to read the whole text to get a general idea of what it is about before trying to complete the first gap. Lexical and grammatical competence is being tested, so make sure candidates realise that they need to read the text surrounding the question to be able to correctly fill the gap. Practice in guessing which word, and which kind of word, could go into each gap would be extremely useful. Candidates can then confirm their guesses by seeing, and choosing from, the options on the facing page.

Give candidates practice in choosing the right form of words (plural/singular nouns, adjectives, verbs) within sentences and texts. Help them to identify words or structures that will indicate what kind of word the answer is likely to be, e.g. if the gap is preceded by '*some*', the answer cannot be a countable singular noun.

Part 5

Useful practice for candidates can be gained from identifying lexis in, and establishing what is happening in, a picture. Candidates can then be given longer texts to read based around the picture.

In order to understand the story, give candidates practice in identifying different ways of referring to people or objects (e.g. *John, he, him, Paul's brother*), and how sentences can be turned around whilst retaining their meaning (e.g. *Last Sunday, our family went to the park to have a picnic* can become *The family had a picnic in the park on Sunday*). Also, practice in identifying what is being referred to in a text, especially the meaning of pronouns and adverbs such as *here* and *there* will be useful.

Remind candidates to copy the spelling correctly when taking words from the text.

Part 6

As with Part 4 above, candidates should practise forming and choosing the correct type of word (nouns, adjectives, verbs, etc.) to fit into sentences or texts.

Remind candidates that the options are given, so it is not necessary to think of a word to fit the space.

Make sure candidates are familiar with past forms of regular and irregular verbs in the Flyers vocabulary list.

Part 7

Give candidates plenty of practice in using common collocations such as *ask a question, do some homework*, etc.

Remind candidates to look for Part 7 on the back page of the test booklet. Some candidates have left all the answer spaces blank and may not have realised that there was one more part to complete.

As with all gap-fill tasks, candidates should practise choosing words which fit the surrounding text lexically and grammatically and which help the text make sense. Make sure they do not just consider the text immediately before and/or after the gap. Their choice of a correct answer may depend on something said further back or further ahead in the text. Encourage candidates to self-edit, making sure they re-read the whole text through before they decide their final answers.

Flyers Speaking

7–9 minutes/4 parts

The Speaking Test is a face-to-face test with one candidate and one examiner. It lasts approximately eight minutes. The examiner's language is scripted to ensure fairness to all candidates. The script gives examiners scope to offer help and encouragement.

Each child is taken into the test by an usher. This is someone who speaks the candidate's first language and may be known to the child. The usher explains the test format in the child's first language, before taking the child into the exam room and introducing them to the examiner.

The mark for the Speaking Test is based on a rating for interactive listening ability, pronunciation, production of appropriate and extended responses, and grammar and vocabulary.

Part 1

The examiner greets the candidate and checks the candidate's name. This part is unassessed.

The examiner starts the test by demonstrating what is required and showing the candidate two pictures which are similar but have

some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different.

Part 2

The examiner asks the candidate questions about a person, place or object, based on a set of question cues. The candidate responds, using a set of information cues. The candidate then asks the examiner questions based on a set of different question cues.

Part 3

The examiner shows the candidate a sequence of five pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. He/she then asks the candidate to describe the other four pictures.

Part 4

The examiner asks the candidate some personal questions on topics such as school, holidays, birthdays, family and hobbies.

Summary of Flyers Speaking Test

| Parts | Main skill focus | Input | Expected response |
|----------|---|--|--|
| 1 | Understanding statements and responding with differences | Two similar pictures (one is the examiner's) Oral statements about examiner's picture | Identify six differences in candidate's picture from 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 |

Recommendations for candidate preparation

Candidates in the Flyers Speaking test are required to follow instructions and talk in a simple way about different visual prompts, and to answer simple questions about themselves. These are standard tasks in most English classes for young learners. The Cambridge Young Learners English Tests Sample Papers give examples of the kind of pictures, instructions and questions candidates will be asked to respond to.

Part 1

For Part 1, candidates should practise listening to the teacher make a statement about a picture, (for example, *In my picture, the clock is black*), relating that to a picture in front of them, and commenting on the difference: *In my picture, the clock is red*. In the test, differences between the examiner's statements and the candidate's picture will relate to things like number, colour, position, appearance, activity, shape, and relative size, etc.

Flyers

For example:

In my picture there are two/three drinks on the table.

In my picture, there's a helicopter in the sky/on the ground.

Part 2

As well as having practice in answering questions, candidates should also practise asking them. For example, in Part 2, they should be able to form simple questions to ask for information about people, things and situations. This will include information about time, place, age, appearance, etc. Candidates should be able to ask 'question-word questions' using *Who, What, When, Where, How old, How many*, etc. For example:

What are the children studying?

They should also be able to ask 'Yes/No questions', for example:

Has Harry's teacher got a car?

Additionally, they need to be comfortable asking questions with two options. For example:

Is the lesson interesting or boring?

Part 3

The Part 3 task involves candidates telling a simple story based on five pictures and candidates will benefit from practice in telling similar simple picture stories. However, examiners are not looking for evidence of storytelling skills. Candidates are only expected to say a few words about each picture in the sequence, without necessarily developing these comments into a narrative.

Before asking candidates to tell the story, the examiner says, '*Just look at the pictures first.*' Advise candidates to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence without developing these comments into a story. The examiner will prompt by asking a question if a candidate needs help.

The structures candidates will need most frequently are *There is/are*, the present tense of the verbs *be* and *have (got)*, the modals *can/can't* and *must/mustn't* and the present continuous tense of some action verbs (for example, *come, go, buy, put on, carry, open, laugh*). They may also need to use the present perfect tense or *going to*. They should be able to say things like:

There is a big present for David.

He's playing the drums very loudly.

Candidates should also be able to describe simple feelings, for example:

David's excited.

Part 4

Make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes and other topics related to their everyday lives. They should be able to answer questions such as:

What time do you get up on Saturday?

What do you do on Saturday afternoon?

Simple answers of a phrase or one or two short sentences are all that is required.

Questions will normally be in the present tense but candidates should also be prepared to use the past and present perfect tenses and *going to*, and to answer questions about, for example, what they did yesterday or are going to do at the weekend.

Flyers topics

Topics new at this level are in **bold**

- animals
- the body and the face
- clothes
- colours
- family and friends
- food and drink
- health
- the home
- **materials**
- numbers 1–1,000
- places and directions
- school
- sports and leisure
- time
- toys
- transport
- weather
- work
- the world around us

Flyers grammar and structures list

The list below details what is new at Flyers level. Flyers candidates will be expected to know everything on this list in addition to the lists at Starters and Movers levels.

See vocabulary lists for a comprehensive list of words in each category.

| | Examples |
|---|---|
| Verbs (Positive, negative, question, imperative and short answer forms, including contractions) | |
| Past continuous | I was walking down the road when I saw her. |
| Present perfect | Have you ever been to the circus? He's just eaten his dinner. |
| Be going to | It isn't going to rain today. |
| Will | Will you do your homework this evening? I won't buy her a CD because she doesn't like music. |
| Might | Vicky might come to the party. |
| May | The bus may not come today because there is a lot of snow. |
| Shall for suggestions | Shall we have a picnic in the park? |
| Could | You could invite Robert to the football game. |
| Should | Should we take a towel to the swimming pool? |
| Tag questions | That's John's book, isn't it? |
| Adverbs | I haven't bought my brother's birthday present yet . |
| Conjunctions | I didn't want to walk home so I went on the bus. |
| If clauses (in zero conditionals) | If it's sunny, we go swimming . |
| Where clauses | My grandmother has forgotten where she put her glasses . |
| Before/after clauses (not with future reference) | I finished my homework before I played football . |
| Be/look/sound/feel/taste/smell like | What's your new teacher like ? That sounds like the baby upstairs. I think he's crying. |
| Make somebody/something + adj | That smell makes me hungry! |
| What time ...? | What time does the film start? |
| What else/next? | What else shall I draw? |
| See you soon/later/tomorrow/etc. | See you next week , Mrs Ball! |
| Be made of | The toy is made of wood. |

Flyers alphabetic vocabulary list

The following words all appear for the first time at Flyers level.

| Grammatical Key | | | |
|-----------------|------------------|-------------|---------------|
| <i>adj</i> | adjective | <i>int</i> | interrogative |
| <i>adv</i> | adverb | <i>n</i> | noun |
| <i>conj</i> | conjunction | <i>poss</i> | possessive |
| <i>det</i> | determiner | <i>prep</i> | preposition |
| <i>dis</i> | discourse marker | <i>pron</i> | pronoun |
| <i>excl</i> | exclamation | <i>v</i> | verb |

| | | | | |
|----------|--|---|--|---|
| A | a.m. <i>for time</i> across <i>prep</i> actor <i>n</i> after <i>adv + conj</i> ago <i>adv</i> agree <i>v</i> | air <i>n</i> airport <i>n</i> already <i>adv</i> also <i>adv</i> ambulance <i>n</i> anyone <i>pron</i> | anything <i>pron</i> anywhere <i>adv</i> April <i>n</i> arrive <i>v</i> art <i>n</i> artist <i>n</i> | astronaut <i>n</i> August <i>n</i> autumn <i>n</i> away <i>adv</i> |
| B | before <i>adv + conj</i> begin <i>v</i> believe <i>v</i> belt <i>n</i> Betty <i>n</i> bicycle <i>n</i> | bin <i>n</i> biscuit <i>n</i> (US cookie) bookshop <i>n</i> bored <i>adj</i> brave <i>adj</i> break <i>v</i> | bridge <i>n</i> broken <i>adj</i> brush <i>n + v</i> burn <i>v</i> bus stop <i>n</i> business <i>n</i> | businessman/woman <i>n</i> butter <i>n</i> butterfly <i>n</i> |
| C | camel <i>n</i> camp <i>v</i> candy <i>n</i> (UK sweet(s)) card <i>n</i> castle <i>n</i> cave <i>n</i> | century <i>n</i> cheap <i>adj</i> chemist('s) <i>n</i> chocolate <i>n</i> chopsticks <i>n</i> Christmas <i>n</i> | circus <i>n</i> club <i>n</i> college <i>n</i> comb <i>n + v</i> competition <i>n</i> conversation <i>n</i> | cook <i>n</i> cooker <i>n</i> cookie <i>n</i> (UK biscuit) corner <i>n</i> could <i>v</i> (for possibility) cut <i>v</i> |
| D | dangerous <i>adj</i> dark <i>adj</i> date <i>n</i> (as in time) David <i>n</i> | dear <i>adj</i> (as in Dear Harry) December <i>n</i> decide <i>v</i> dentist <i>n</i> | desert <i>n</i> diary <i>n</i> dictionary <i>n</i> dinosaur <i>n</i> | drum <i>n</i> dry <i>adj</i> during <i>prep</i> |
| E | each <i>det + pron</i> early <i>adj + adv</i> east <i>n</i> else <i>adv</i> Emma <i>n</i> empty <i>adj</i> | end <i>v</i> engineer <i>n</i> enough <i>adj + pron</i> envelope <i>n</i> environment <i>n</i> ever <i>adv</i> | everyone <i>pron</i> everything <i>pron</i> everywhere <i>adv</i> exam <i>n</i> excellent <i>adj + excl</i> excited <i>adj</i> | expensive <i>adj</i> explain <i>v</i> extinct <i>adj</i> |
| F | factory <i>n</i> fall <i>v</i> fall over <i>v</i> far <i>adj + adv</i> fast <i>adj + adv</i> February <i>n</i> feel <i>v</i> fetch <i>v</i> | a few <i>det</i> find out <i>v</i> finish <i>v</i> fire <i>n</i> fire engine <i>n</i> fireman/woman <i>n</i> fire station <i>n</i> flag <i>n</i> | flashlight <i>n</i> (UK torch) flour <i>n</i> fog <i>n</i> foggy <i>adj</i> follow <i>v</i> footballer <i>n</i> for <i>prep of time</i> forget <i>v</i> | fork <i>n</i> fridge <i>n</i> friendly <i>adj</i> front <i>adj + n</i> full <i>adj</i> fun <i>adj + n</i> fur <i>n</i> future <i>n</i> |
| G | geography <i>n</i> get off <i>v</i> get on <i>v</i> get to <i>v</i> | glass <i>adj</i> glove <i>n</i> glue <i>n + v</i> go out <i>v</i> | gold <i>adj + n</i> golf <i>n</i> group <i>n</i> grow <i>v</i> | guess <i>n + v</i> |

| | | | |
|--|--|---|--|
| H half <i>adj + n</i> happen <i>v</i> hard <i>adj + adv</i> Harry <i>n</i> | hate <i>v</i> hear <i>v</i> heavy <i>adj</i> Helen <i>n</i> | high <i>adj</i> hill <i>n</i> history <i>n</i> horrible <i>adj</i> | hotel <i>n</i> hour <i>n</i> husband <i>n</i> |
| I ice <i>n</i> if <i>conj</i> | ill <i>adj</i> important <i>adj</i> | insect <i>n</i> interesting <i>adj</i> | into <i>prep</i> |
| J jam <i>n</i> January <i>n</i> | job <i>n</i> journalist <i>n</i> | July <i>n</i> June <i>n</i> | just <i>adv</i> |
| K Katy <i>n</i> key <i>n</i> | kilometre <i>n</i> (US kilometer) kind <i>adj</i> | knife <i>n</i> | |
| L language <i>n</i> late <i>adj + adv</i> later <i>adv</i> leave <i>v</i> | left <i>adj + n</i> (as in direction) let <i>v</i> letter <i>n</i> (as in mail) lie <i>v</i> (as in lie down) | light <i>adj + n</i> little <i>adj</i> a little <i>adv + det</i> London <i>n</i> | look after <i>v</i> look like <i>v</i> lovely <i>adj</i> low <i>adj</i> |
| M magazine <i>n</i> March <i>n</i> married <i>adj</i> maths <i>n</i> (US math) May <i>n</i> (as in month) may <i>v</i> meal <i>n</i> | mechanic <i>n</i> medicine <i>n</i> meet <i>v</i> meeting <i>n</i> metal <i>adj + n</i> Michael <i>n</i> midday <i>n</i> | midnight <i>n</i> might <i>v</i> mind <i>v</i> minute <i>n</i> missing <i>adj</i> mix <i>v</i> money <i>n</i> | month <i>n</i> much <i>adv + det + pron</i> museum <i>n</i> |
| N news <i>n</i> newspaper <i>n</i> | next <i>adj + adv</i> noisy <i>adj</i> | no-one <i>pron</i> north <i>n</i> | November <i>n</i> nowhere <i>adv</i> |
| O o'clock <i>adv</i> October <i>n</i> | octopus <i>n</i> of course <i>adv</i> | office <i>n</i> once <i>adv</i> | other <i>det + pron</i> over <i>adv + prep</i> |
| P p.m. <i>for time</i> painter <i>n</i> paper <i>adj + n</i> past <i>noun + prep</i> pepper <i>n</i> perhaps <i>adv</i> photographer <i>n</i> | piece <i>n</i> pilot <i>n</i> pizza <i>n</i> planet <i>n</i> plastic <i>adj + n</i> plate <i>n</i> player <i>n</i> | pocket <i>n</i> policeman/woman <i>n</i> police station <i>n</i> poor <i>adj</i> post <i>v</i> postcard <i>n</i> post office <i>n</i> | prefer <i>v</i> problem <i>n</i> programme <i>n</i> (US program) pull <i>v</i> push <i>v</i> pyramid <i>n</i> |
| Q quarter <i>n</i> | queen <i>n</i> | | |
| R race <i>n + v</i> ready <i>adj</i> remember <i>v</i> | restaurant <i>n</i> rich <i>adj</i> Richard <i>n</i> | right <i>adj + n</i> (as in direction) ring <i>n</i> Robert <i>n</i> | rocket <i>n</i> rucksack <i>n</i> |

Flyers

| | | | |
|---|--|---|--|
| S salt <i>n</i> same <i>adj</i> Sarah <i>n</i> science <i>n</i> scissors <i>n</i> score <i>n + v</i> secret <i>n</i> secretary <i>n</i> sell <i>v</i> send <i>v</i> September <i>n</i> shelf <i>n</i> shorts <i>n</i> should <i>v</i> silver <i>adj + n</i> since <i>prep</i> | singer <i>n</i> single <i>adj</i> ski <i>n + v</i> sky <i>n</i> sledge <i>n + v</i> smell <i>n + v</i> snack <i>n</i> snowball <i>n</i> snowman <i>n</i> so <i>adv + conj</i> soap <i>n</i> soft <i>adj</i> someone <i>pron</i> somewhere <i>adv</i> soon <i>adv</i> sound <i>n + v</i> | south <i>n</i> space <i>n</i> speak <i>v</i> spend <i>v</i> spoon <i>n</i> spot <i>n</i> spotted <i>adj</i> spring <i>n</i> stamp <i>n</i> station <i>n</i> stay <i>v</i> steal <i>v</i> still <i>adv</i> storm <i>n</i> straight on <i>adv</i> strange <i>adj</i> | stripe <i>n</i> striped <i>adj</i> student <i>n</i> study <i>v</i> subject <i>n</i> suddenly <i>adv</i> sugar <i>n</i> suitcase <i>n</i> summer <i>n</i> sure <i>adj</i> surname <i>n</i> swan <i>n</i> sweet(s) <i>n</i> (us candy) swing <i>n + v</i> |
| T take <i>v</i> (as in time e.g. it takes 20 minutes) tape recorder <i>n</i> taste <i>n + v</i> taxi <i>n</i> teach <i>v</i> team <i>n</i> | telephone <i>n</i> tent <i>n</i> thank <i>v</i> theatre <i>n</i> through <i>prep</i> tidy <i>adj + v</i> tights <i>n</i> | time <i>n</i> together <i>adv</i> toilet <i>n</i> tomorrow <i>adv + n</i> tonight <i>adv + n</i> torch <i>n</i> (us flashlight) traffic <i>n</i> | turn <i>v</i> turn off <i>v</i> turn on <i>v</i> twice <i>adv</i> |
| U umbrella <i>n</i> unfriendly <i>adj</i> unhappy <i>adj</i> | uniform <i>n</i> university <i>n</i> untidy <i>adj</i> | until <i>prep</i> use <i>v</i> usually <i>adv</i> | |
| V visit <i>v</i> | volleyball <i>n</i> | | |
| W waiter <i>n</i> warm <i>adj</i> way <i>n</i> west <i>n</i> where <i>pron</i> | whisper <i>v</i> whistle <i>v</i> wife <i>n</i> will <i>v</i> William <i>n</i> | win <i>v</i> wing <i>n</i> winter <i>n</i> wish <i>n + v</i> without <i>prep</i> | wood <i>n</i> wool <i>n</i> |
| X (No words at this level) | | | |
| Y year <i>n</i> | yet <i>adv</i> | | |
| Z zero <i>n</i> | | | |

Numbers Candidates will be expected to understand and write numbers 101–1,000 and ordinals 21st–31st.

Names Candidates will be expected to recognise and write the following names, which are new at Flyers level:

| | | | |
|-------|-------|---------|---------|
| Betty | Harry | Michael | Sarah |
| David | Helen | Richard | William |
| Emma | Katy | Robert | |

Starters and Movers

Combined alphabetic vocabulary list

S First appears at Starters level

M First appears at Movers level

Grammatical Key

| | | | |
|-------------|------------------|-------------|---------------|
| <i>adj</i> | adjective | <i>int</i> | interrogative |
| <i>adv</i> | adverb | <i>n</i> | noun |
| <i>conj</i> | conjunction | <i>poss</i> | possessive |
| <i>det</i> | determiner | <i>prep</i> | preposition |
| <i>dis</i> | discourse marker | <i>pron</i> | pronoun |
| <i>excl</i> | exclamation | <i>v</i> | verb |

| | | | |
|-------------------------|-------------------------------|--------------------------------|---------------------------|
| A <i>a det S</i> | <i>age n M</i> | <i>animal n S</i> | <i>armchair n S</i> |
| <i>about prep S</i> | <i>Alex n S</i> | <i>Ann n S</i> | <i>ask v S</i> |
| <i>above prep M</i> | <i>all adj + det + pron M</i> | <i>Anna n S</i> | <i>at prep of place S</i> |
| <i>add v S</i> | <i>all right adj + adv M</i> | <i>another det + pron M</i> | <i>at prep of time M</i> |
| <i>address n M</i> | <i>alphabet n S</i> | <i>answer n + v S</i> | <i>aunt n M</i> |
| <i>afraid adj M</i> | <i>always adv M</i> | <i>any det + pron M</i> | <i>awake adj M</i> |
| <i>after prep M</i> | <i>an det S</i> | <i>apartment n (UK flat) S</i> | |
| <i>afternoon n S</i> | <i>and conj S</i> | <i>apple n S</i> | |
| <i>again adv S</i> | <i>angry adj S</i> | <i>arm n S</i> | |

| | | | |
|-----------------------------|---------------------------|--------------------------|--------------------------|
| B <i>baby n S</i> | <i>be called v M</i> | <i>bike n S</i> | <i>bounce v S</i> |
| <i>back adj + adv + n M</i> | <i>beach n S</i> | <i>Bill n S</i> | <i>bowl n M</i> |
| <i>bad adj M</i> | <i>bean n S</i> | <i>bird n S</i> | <i>box n S</i> |
| <i>badly adv M</i> | <i>bear n M</i> | <i>birthday n S</i> | <i>boy n S</i> |
| <i>badminton n S</i> | <i>beard n M</i> | <i>black adj S</i> | <i>bread n S</i> |
| <i>bag n S</i> | <i>beautiful adj S</i> | <i>blanket n M</i> | <i>breakfast n S</i> |
| <i>balcony n M</i> | <i>because conj M</i> | <i>blond(e) adj M</i> | <i>bring v M</i> |
| <i>ball n S</i> | <i>bed n S</i> | <i>blue adj S</i> | <i>brother n S</i> |
| <i>banana n S</i> | <i>bedroom n S</i> | <i>board n S</i> | <i>brown adj S</i> |
| <i>bank n M</i> | <i>before prep M</i> | <i>boat n S</i> | <i>burger n S</i> |
| <i>baseball n S</i> | <i>behind prep S</i> | <i>body n S</i> | <i>bus n S</i> |
| <i>basement n M</i> | <i>below prep M</i> | <i>book n S</i> | <i>bus station n M</i> |
| <i>basketball n S</i> | <i>Ben n S</i> | <i>bookcase n S</i> | <i>busy adj M</i> |
| <i>bat n M</i> | <i>best adj + adv M</i> | <i>boring adj M</i> | <i>but conj S</i> |
| <i>bath n S</i> | <i>better adj + adv M</i> | <i>both det + pron M</i> | <i>buy v M</i> |
| <i>bathroom n S</i> | <i>between prep S</i> | <i>bottle n M</i> | <i>by prep M</i> |
| <i>be v S</i> | <i>big adj S</i> | <i>bottom adj + n M</i> | <i>bye (-bye) excl S</i> |

| | | | |
|--------------------------------|-----------------------------|------------------------|--|
| C <i>café n M</i> | <i>chair n S</i> | <i>clothes n S</i> | <i>correct adj S</i> |
| <i>cage n M</i> | <i>cheese n M</i> | <i>cloud n M</i> | <i>cough n M</i> |
| <i>cake n S</i> | <i>chicken n S</i> | <i>cloudy adj M</i> | <i>could v (as in past of can for ability) M</i> |
| <i>call v M</i> | <i>child/children n S</i> | <i>clown n M</i> | <i>country n M</i> |
| <i>camera n S</i> | <i>chips n (US fries) S</i> | <i>coat n M</i> | <i>countryside n M</i> |
| <i>can v S</i> | <i>choose v S</i> | <i>coconut n S</i> | <i>cousin n S</i> |
| <i>car n S</i> | <i>cinema n M</i> | <i>coffee n M</i> | <i>cow n S</i> |
| <i>careful adj M</i> | <i>city n M</i> | <i>cold adj + n M</i> | <i>crocodile n S</i> |
| <i>carefully adv M</i> | <i>class n S</i> | <i>colour n + v S</i> | <i>cross n + v S</i> |
| <i>carrot n S</i> | <i>classroom n S</i> | <i>come v S</i> | <i>cry v M</i> |
| <i>carry v M</i> | <i>clean adj + v S</i> | <i>come on! excl M</i> | <i>cup n M</i> |
| <i>cat n S</i> | <i>clever adj M</i> | <i>comic n M</i> | <i>cupboard n S</i> |
| <i>catch v (e.g. a ball) S</i> | <i>climb v M</i> | <i>comic book n M</i> | <i>curly adj M</i> |
| <i>catch v (e.g. a bus) M</i> | <i>clock n S</i> | <i>complete v S</i> | |
| <i>CD n M</i> | <i>close v S</i> | <i>computer n S</i> | |
| <i>CD player n M</i> | <i>closed adj S</i> | <i>cook v M</i> | |

| | | | | |
|----------|--|---|---|--|
| D | dad(dy) <i>n S</i> Daisy <i>n M</i> dance <i>v M</i> daughter <i>n M</i> day <i>n S</i> desk <i>n S</i> difference <i>n M</i> different <i>adj M</i> | difficult <i>adj M</i> dining room <i>n S</i> dinner <i>n S</i> dirty <i>adj S</i> do <i>v S</i> doctor <i>n M</i> dog <i>n S</i> doll <i>n S</i> | dolphin <i>n M</i> door <i>n S</i> double <i>adj S</i> down <i>adv + prep M</i> downstairs <i>adv + n M</i> draw <i>v S</i> drawing <i>n S</i> dream <i>n + v M</i> | dress <i>n S</i> drink <i>n + v S</i> drive <i>v S</i> drive <i>n M</i> driver <i>n M</i> drop <i>v M</i> duck <i>n S</i> DVD <i>n M</i> |
| E | ear <i>n S</i> earache <i>n M</i> easy <i>adj M</i> eat <i>v S</i> egg <i>n S</i> | elephant <i>n S</i> elevator <i>n (UK lift) M</i> email <i>n + v M</i> end <i>n S</i> English <i>adj + n S</i> | enjoy <i>v S</i> eraser <i>n (UK rubber) S</i> evening <i>n S</i> every <i>det M</i> example <i>n S</i> | exciting <i>adj M</i> excuse me <i>dis M</i> eye <i>n S</i> |
| F | face <i>n S</i> fair <i>adj M</i> family <i>n S</i> famous <i>adj M</i> fan <i>n M</i> farm <i>n M</i> farmer <i>n M</i> fat <i>adj M</i> father <i>n S</i> favourite <i>adj S</i> | field <i>n M</i> film <i>n + v (US movie) M</i> find <i>v S</i> fine <i>adj + excl M</i> first <i>adj + adv M</i> fish (<i>s + pl</i>) <i>n S</i> fish <i>v M</i> fishing <i>n S</i> flat <i>n (US apartment) S</i> floor <i>n S</i> | floor <i>n (e.g. ground, 1st, etc.) M</i> flower <i>n S</i> fly <i>v S</i> fly <i>n M</i> food <i>n S</i> foot/feet <i>n S</i> football <i>n (US soccer) S</i> for <i>prep S</i> forest <i>n M</i> Fred <i>n M</i> | Friday <i>n M</i> friend <i>n S</i> fries <i>n (UK chips) S</i> frog <i>n S</i> from <i>prep S</i> fruit <i>n S</i> funny <i>adj S</i> |
| G | game <i>n S</i> garden <i>n S</i> get <i>v S</i> get dressed <i>v M</i> get undressed <i>v M</i> get up <i>v M</i> giraffe <i>n S</i> girl <i>n S</i> | give <i>v S</i> glass <i>n M</i> glasses <i>n S</i> go <i>v S</i> go shopping <i>v M</i> goat <i>n S</i> good <i>adj S</i> goodbye <i>excl S</i> | granddaughter <i>n M</i> grandfather <i>n S</i> grandma <i>n S</i> grandmother <i>n S</i> grandpa <i>n S</i> grandparent <i>n M</i> grandson <i>n M</i> grape <i>n S</i> | grass <i>n M</i> gray <i>adj (UK grey) S</i> great <i>adj + excl S</i> green <i>adj S</i> grey <i>adj (US gray) S</i> ground <i>n M</i> grown-up <i>n M</i> guitar <i>n S</i> |
| H | hair <i>n S</i> hall <i>n S</i> hand <i>n S</i> handbag <i>n S</i> happy <i>adj S</i> hat <i>n S</i> have <i>v S</i> have got <i>v S</i> have (got) to <i>v M</i> he <i>pron S</i> head <i>n S</i> | headache <i>n M</i> helicopter <i>n S</i> hello <i>excl S</i> help <i>v M</i> her <i>poss adj + pron S</i> here <i>adv S</i> hers <i>pron S</i> hide <i>v M</i> him <i>pron S</i> hippo <i>n S</i> his <i>poss adj + pron S</i> | hit <i>v S</i> hobby <i>n S</i> hockey <i>n S</i> hold <i>v S</i> holiday <i>n M</i> home <i>n M</i> homework <i>n M</i> hop <i>v M</i> horse <i>n S</i> hospital <i>n M</i> hot <i>adj M</i> | house <i>n S</i> how <i>adv + int M</i> how <i>int S</i> how many <i>int S</i> how much <i>adv + int M</i> how often <i>adv + int M</i> how old <i>int S</i> hungry <i>adj M</i> hurt <i>v M</i> |
| I | I <i>pron S</i> ice cream <i>n S</i> idea <i>n M</i> | in <i>prep of place S</i> in <i>prep of time M</i> in front of <i>prep S</i> | inside <i>adv + n + prep M</i> invite <i>v M</i> island <i>n M</i> | it <i>pron S</i> its <i>poss adj + pron S</i> |
| J | Jack <i>n M</i> jacket <i>n S</i> Jane <i>n M</i> | jeans <i>n S</i> Jill <i>n S</i> Jim <i>n M</i> | John <i>n M</i> juice <i>n S</i> jump <i>v S</i> | jungle <i>n M</i> |
| K | kangaroo <i>n M</i> kick <i>v S</i> kick <i>n M</i> | Kim <i>n S</i> kind <i>n M</i> kitchen <i>n S</i> | kite <i>n S</i> kitten <i>n M</i> know <i>v S</i> | |

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|--|--|---|--|
| L lake <i>n M</i> lamp <i>n S</i> last <i>adj + adv M</i> laugh <i>n + v M</i> leaf/leaves <i>n M</i> learn <i>v S</i> leg <i>n S</i> lemon <i>n S</i> lemonade <i>n S</i> lesson <i>n S</i> | let's <i>v S</i> letter <i>n</i> (as in alphabet) <i>S</i> library <i>n M</i> lift <i>n</i> (us elevator) <i>M</i> like <i>prep + v S</i> lime <i>n S</i> line <i>n S</i> lion <i>n M</i> listen <i>v S</i> live <i>v S</i> | living room <i>n S</i> lizard <i>n S</i> long <i>adj S</i> look <i>v S</i> look at <i>v S</i> look for <i>v M</i> lorry <i>n</i> (us truck) <i>S</i> lose <i>v M</i> a lot <i>adv + pron S</i> a lot of <i>det S</i> | lots <i>adv + pron S</i> lots of <i>det S</i> loud <i>adj M</i> loudly <i>adv M</i> love <i>v S</i> Lucy <i>n S</i> lunch <i>n S</i> |
| M make <i>v S</i> man/men <i>n S</i> mango <i>n S</i> many <i>det S</i> map <i>n M</i> market <i>n M</i> Mary <i>n M</i> mat <i>n S</i> matter <i>n M</i> May <i>n</i> (girl's name) <i>S</i> | me <i>pron S</i> me too <i>dis S</i> mean <i>v M</i> meat <i>n S</i> milk <i>n S</i> mine <i>pron S</i> mirror <i>n S</i> Miss <i>title S</i> mistake <i>n M</i> Monday <i>n M</i> | monkey <i>n S</i> monster <i>n S</i> moon <i>n M</i> more <i>adv + det + pron M</i> morning <i>n S</i> most <i>adv + det + pron M</i> mother <i>n S</i> motorbike <i>n S</i> mountain <i>n M</i> mouse/mice <i>n S</i> | moustache <i>n M</i> mouth <i>n S</i> move <i>v M</i> movie <i>n</i> (UK film) <i>M</i> Mr <i>title S</i> Mrs <i>title S</i> mum(my) <i>n S</i> music <i>n M</i> must <i>v M</i> my <i>poss adj S</i> |
| N name <i>n S</i> naughty <i>adj M</i> near <i>adv + prep M</i> neck <i>n M</i> need <i>v M</i> | never <i>adv M</i> new <i>adj S</i> next to <i>prep S</i> nice <i>adj S</i> Nick <i>n S</i> | night <i>n S</i> no <i>adv + det S</i> nose <i>n S</i> not <i>adv S</i> nothing <i>pron M</i> | now <i>adv S</i> number <i>n S</i> nurse <i>n M</i> |
| O of <i>prep S</i> off <i>adv + prep M</i> often <i>adv M</i> oh <i>dis S</i> oh dear <i>excl S</i> OK <i>adj + dis S</i> | old <i>adj S</i> on <i>prep of place S</i> on <i>adv + prep of time M</i> one <i>det + pron S</i> onion <i>n S</i> only <i>adv M</i> | open <i>adj + v S</i> opposite <i>prep M</i> or <i>conj S</i> orange <i>adj + n S</i> our <i>poss adj S</i> ours <i>pron S</i> | out <i>adv M</i> out of <i>prep M</i> outside <i>adv + n + prep M</i> |
| P page <i>n S</i> paint <i>n + v S</i> painting <i>n S</i> panda <i>n M</i> pardon <i>int S</i> parent <i>n M</i> park <i>n S</i> parrot <i>n M</i> part <i>n S</i> party <i>n M</i> pasta <i>n M</i> | Pat <i>n S</i> Paul <i>n M</i> pea <i>n S</i> pear <i>n S</i> pen <i>n S</i> pencil <i>n S</i> person/people <i>n S</i> pet <i>n M</i> Peter <i>n M</i> phone <i>n + v S</i> photo <i>n S</i> | piano <i>n S</i> pick up <i>v S</i> picnic <i>n M</i> picture <i>n S</i> pineapple <i>n S</i> pink <i>adj S</i> pirate <i>n M</i> place <i>n M</i> plane <i>n S</i> plant <i>n + v M</i> play <i>v S</i> | playground <i>n S</i> please <i>dis S</i> point <i>v S</i> potato <i>n S</i> present <i>n M</i> puppy <i>n M</i> purple <i>adj S</i> put <i>v S</i> put on <i>v M</i> |
| Q question <i>n S</i> quick <i>adj M</i> | quickly <i>adv M</i> quiet <i>adj M</i> | quietly <i>adv M</i> | |
| R rabbit <i>n M</i> radio <i>n S</i> rain <i>n + v M</i> rainbow <i>n M</i> read <i>v S</i> | red <i>adj S</i> rice <i>n S</i> ride <i>v S</i> ride <i>n M</i> right <i>dis S</i> | right <i>adj</i> (as in correct) <i>S</i> river <i>n M</i> road <i>n M</i> robot <i>n S</i> rock <i>n M</i> | room <i>n S</i> round <i>adj + adv + prep M</i> rubber <i>n</i> (us eraser) <i>S</i> ruler <i>n S</i> run <i>v S</i> |

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|------------------------------------|----------------------------|---------------------------------|----------------------------|
| S sad <i>adj S</i> | shell <i>n S</i> | smile <i>n + v S</i> | star <i>n M</i> |
| sail <i>n + v M</i> | shirt <i>n S</i> | snake <i>n S</i> | start <i>v S</i> |
| salad <i>n M</i> | shoe <i>n S</i> | snow <i>n + v M</i> | stomach <i>n M</i> |
| Sally <i>n M</i> | shop <i>n (US store) S</i> | so <i>dis S</i> | stomach-ache <i>n M</i> |
| Sam <i>n S</i> | shop <i>v M</i> | soccer <i>n S (UK football)</i> | stop <i>v S</i> |
| sand <i>n S</i> | shopping <i>n M</i> | sock <i>n S</i> | store <i>n (UK shop) S</i> |
| sandwich <i>n M</i> | short <i>adj S</i> | sofa <i>n S</i> | story <i>n S</i> |
| Saturday <i>n M</i> | shoulder <i>n M</i> | some <i>det S</i> | straight <i>adj M</i> |
| sausage <i>n S</i> | shout <i>v M</i> | something <i>pron M</i> | street <i>n S</i> |
| say <i>v S</i> | show <i>v S</i> | sometimes <i>adv M</i> | strong <i>adj M</i> |
| scarf <i>n M</i> | shower <i>n M</i> | son <i>n M</i> | Sue <i>n S</i> |
| school <i>n S</i> | sing <i>v S</i> | song <i>n S</i> | sun <i>n S</i> |
| sea <i>n S</i> | sister <i>n S</i> | sorry <i>adj + int S</i> | Sunday <i>n M</i> |
| second <i>adj + adv M</i> | sit <i>v S</i> | soup <i>n M</i> | sunny <i>adj M</i> |
| see <i>v S</i> | skate <i>n + v M</i> | spell <i>v S</i> | supermarket <i>n M</i> |
| See you! <i>excl M</i> | skip <i>v M</i> | spider <i>n S</i> | supper <i>n S</i> |
| sentence <i>n S</i> | skirt <i>n S</i> | sport <i>n S</i> | surprised <i>adj M</i> |
| shall <i>v M</i> | sleep <i>v S</i> | sports centre <i>n M</i> | sweater <i>n M</i> |
| shark <i>n M</i> | slow <i>adj M</i> | square <i>adj + n M</i> | swim <i>v S</i> |
| she <i>pron S</i> | slowly <i>adv M</i> | stair(s) <i>n M</i> | swim <i>n M</i> |
| sheep (<i>s + pl</i>) <i>n S</i> | small <i>adj S</i> | stand <i>v S</i> | swimming pool <i>n M</i> |

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|--|---------------------------|---------------------------|-----------------------------|
| T table <i>n S</i> | text <i>n + v M</i> | third <i>adj + adv M</i> | toothache <i>n M</i> |
| table tennis <i>n S</i> | than <i>conj + prep M</i> | thirsty <i>adj M</i> | toothbrush <i>n M</i> |
| tail <i>n S</i> | thank you <i>dis S</i> | this <i>det + pron S</i> | top <i>adj + n M</i> |
| take <i>v M</i> | thanks <i>dis S</i> | those <i>det + pron S</i> | towel <i>n M</i> |
| take a photo/picture <i>v S</i> | that <i>det + pron S</i> | throw <i>v S</i> | town <i>n M</i> |
| take off <i>v</i> (i.e. get undressed) <i>M</i> | the <i>det S</i> | Thursday <i>n M</i> | toy <i>n S</i> |
| talk <i>v S</i> | their <i>poss adj S</i> | tick <i>n + v S</i> | train <i>n S</i> |
| tall <i>adj M</i> | theirs <i>pron S</i> | ticket <i>n M</i> | treasure <i>n M</i> |
| tea <i>n M</i> | them <i>pron S</i> | tiger <i>n S</i> | tree <i>n S</i> |
| teacher <i>n S</i> | then <i>dis S</i> | tired <i>adj M</i> | trousers <i>n S</i> |
| television/TV <i>n S</i> | then <i>adv M</i> | to <i>prep S</i> | truck <i>n (UK lorry) S</i> |
| tell <i>v S</i> | there <i>adv S</i> | today <i>adv + n S</i> | try <i>n + v S</i> |
| temperature <i>n M</i> | these <i>det + pron S</i> | Tom <i>n S</i> | T-shirt <i>n S</i> |
| tennis <i>n S</i> | they <i>pron S</i> | tomato <i>n S</i> | Tuesday <i>n M</i> |
| terrible <i>adj M</i> | thin <i>adj M</i> | Tony <i>n S</i> | TV/television <i>n S</i> |
| test <i>n + v S</i> | thing <i>n M</i> | too <i>adv S</i> | |
| | think <i>v M</i> | tooth/teeth <i>n M</i> | |

| | | | |
|----------------------------|-----------------------|---------------------------|------------------|
| U ugly <i>adj S</i> | under <i>prep S</i> | up <i>adv + prep M</i> | us <i>pron S</i> |
| uncle <i>n M</i> | understand <i>v S</i> | upstairs <i>adv + n M</i> | |

| | | |
|-------------------------------|----------------------|--------------------|
| V vegetable <i>n M</i> | Vicky <i>n M</i> | village <i>n M</i> |
| very <i>adv S</i> | video <i>n + v M</i> | |

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|--------------------------|--------------------------------|------------------------|--------------------------|
| W wait <i>v M</i> | weak <i>adj M</i> | where <i>int S</i> | word <i>n S</i> |
| wake (up) <i>v M</i> | wear <i>v S</i> | which <i>int S</i> | work <i>n + v M</i> |
| walk <i>v S</i> | weather <i>n M</i> | which <i>pron M</i> | world <i>n M</i> |
| walk <i>n M</i> | Wednesday <i>n M</i> | white <i>adj S</i> | worse <i>adj + adv M</i> |
| wall <i>n S</i> | week <i>n M</i> | who <i>int S</i> | worst <i>adj + adv M</i> |
| want <i>v S</i> | weekend <i>n M</i> | who <i>pron M</i> | would <i>v M</i> |
| wash <i>n + v M</i> | well <i>dis S</i> | whose <i>int S</i> | would like <i>v S</i> |
| watch <i>n + v S</i> | well <i>adj + adv M</i> | why <i>int M</i> | wow! <i>excl S</i> |
| water <i>n S</i> | well done <i>dis S</i> | wind <i>n M</i> | write <i>v S</i> |
| waterfall <i>n M</i> | wet <i>adj M</i> | window <i>n S</i> | wrong <i>adj M</i> |
| watermelon <i>n S</i> | whale <i>n M</i> | windy <i>adj M</i> | |
| wave <i>v S</i> | what <i>int S</i> | with <i>prep S</i> | |
| we <i>pron S</i> | when <i>adv + conj + int M</i> | woman/women <i>n S</i> | |

X (No words at these levels)

| | | | |
|------------------------------|----------------------------|------------------------|---------------------|
| Y yellow <i>adj S</i> | yesterday <i>adv + n M</i> | young <i>adj S</i> | yours <i>pron S</i> |
| yes <i>adv S</i> | you <i>pron S</i> | your <i>poss adj S</i> | |

Z zoo *n S*

Starters, Movers and Flyers

Combined alphabetic vocabulary list

S First appears at Starters level

M First appears at Movers level

F First appears at Flyers level

Grammatical Key

| | | | |
|-------------|------------------|-------------|---------------|
| <i>adj</i> | adjective | <i>int</i> | interrogative |
| <i>adv</i> | adverb | <i>n</i> | noun |
| <i>conj</i> | conjunction | <i>poss</i> | possessive |
| <i>det</i> | determiner | <i>prep</i> | preposition |
| <i>dis</i> | discourse marker | <i>pron</i> | pronoun |
| <i>excl</i> | exclamation | <i>v</i> | verb |

| | | | | |
|----------|--|---|---|--|
| A | a <i>det S</i> a.m. <i>for time F</i> about <i>prep S</i> above <i>prep M</i> across <i>prep F</i> actor <i>n F</i> add <i>v S</i> address <i>n M</i> afraid <i>adj M</i> after <i>prep M</i> after <i>adv + conj F</i> afternoon <i>n S</i> again <i>adv S</i> age <i>n M</i> | ago <i>adv F</i> agree <i>v F</i> air <i>n F</i> airport <i>n F</i> Alex <i>n S</i> all <i>adj + det + pron M</i> all right <i>adj + adv M</i> alphabet <i>n S</i> already <i>adv F</i> also <i>adv F</i> always <i>adv M</i> ambulance <i>n F</i> an <i>det S</i> and <i>conj S</i> | angry <i>adj S</i> animal <i>n S</i> Ann <i>n S</i> Anna <i>n S</i> another <i>det + pron M</i> answer <i>n + v S</i> any <i>det + pron M</i> anyone <i>pron F</i> anything <i>pron F</i> anywhere <i>adv F</i> apartment <i>n (UK flat) S</i> apple <i>n S</i> April <i>n F</i> arm <i>n S</i> | armchair <i>n S</i> arrive <i>v F</i> art <i>n F</i> artist <i>n F</i> ask <i>v S</i> astronaut <i>n F</i> at <i>prep of place S</i> at <i>prep of time M</i> August <i>n F</i> aunt <i>n M</i> autumn <i>n F</i> awake <i>adj M</i> away <i>adv F</i> |
| B | baby <i>n S</i> back <i>adj + adv + n M</i> bad <i>adj M</i> badly <i>adv M</i> badminton <i>n S</i> bag <i>n S</i> balcony <i>n M</i> ball <i>n S</i> banana <i>n S</i> bank <i>n M</i> baseball <i>n S</i> basement <i>n M</i> basketball <i>n S</i> bat <i>n M</i> bath <i>n S</i> bathroom <i>n S</i> be <i>v S</i> be called <i>v M</i> beach <i>n S</i> bean <i>n S</i> bear <i>n M</i> beard <i>n M</i> beautiful <i>adj S</i> | because <i>conj M</i> bed <i>n S</i> bedroom <i>n S</i> before <i>prep M</i> before <i>adv + conj F</i> begin <i>v F</i> behind <i>prep S</i> believe <i>v F</i> below <i>prep M</i> belt <i>n F</i> Ben <i>n S</i> best <i>adj + adv M</i> better <i>adj + adv M</i> Betty <i>n F</i> between <i>prep S</i> bicycle <i>n F</i> big <i>adj S</i> bike <i>n S</i> Bill <i>n S</i> bin <i>n F</i> bird <i>n S</i> birthday <i>n S</i> biscuit <i>n (US cookie) F</i> | black <i>adj S</i> blanket <i>n M</i> blond(e) <i>adj M</i> blue <i>adj S</i> board <i>n S</i> boat <i>n S</i> body <i>n S</i> book <i>n S</i> bookcase <i>n S</i> bookshop <i>n F</i> bored <i>adj F</i> boring <i>adj M</i> both <i>det + pron M</i> bottle <i>n M</i> bottom <i>adj + n M</i> bounce <i>v S</i> bowl <i>n M</i> box <i>n S</i> boy <i>n S</i> brave <i>adj F</i> bread <i>n S</i> break <i>v F</i> breakfast <i>n S</i> | bridge <i>n F</i> bring <i>v M</i> broken <i>adj F</i> brother <i>n S</i> brown <i>adj S</i> brush <i>n + v F</i> burger <i>n S</i> burn <i>v F</i> bus <i>n S</i> bus station <i>n M</i> bus stop <i>n F</i> business <i>n F</i> businessman/woman <i>n F</i> busy <i>adj M</i> but <i>conj S</i> butter <i>n F</i> butterfly <i>n F</i> buy <i>v M</i> by <i>prep M</i> bye (-bye) <i>excl S</i> |

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| <p>C café <i>n M</i> cage <i>n M</i> cake <i>n S</i> call <i>v M</i> camel <i>n F</i> camera <i>n S</i> camp <i>v F</i> can <i>v S</i> candy <i>n</i> (UK sweet(s)) <i>F</i> car <i>n S</i> card <i>n F</i> careful <i>adj M</i> carefully <i>adv M</i> carrot <i>n S</i> carry <i>v M</i> castle <i>n F</i> cat <i>n S</i> catch <i>v</i> (e.g. a ball) <i>S</i> catch <i>v</i> (e.g. a bus) <i>M</i> cave <i>n F</i> CD <i>n M</i> CD player <i>n M</i></p> | <p>century <i>n F</i> chair <i>n S</i> cheap <i>adj F</i> cheese <i>n M</i> chemist(s) <i>n F</i> chicken <i>n S</i> child/children <i>n S</i> chips <i>n</i> (US fries) <i>S</i> chocolate <i>n F</i> choose <i>v S</i> chopsticks <i>n F</i> Christmas <i>n F</i> cinema <i>n M</i> circus <i>n F</i> city <i>n M</i> class <i>n S</i> classroom <i>n S</i> clean <i>adj + v S</i> clever <i>adj M</i> climb <i>v M</i> clock <i>n S</i> close <i>v S</i></p> | <p>closed <i>adj S</i> clothes <i>n S</i> cloud <i>n M</i> cloudy <i>adj M</i> clown <i>n M</i> club <i>n F</i> coat <i>n M</i> coconut <i>n S</i> coffee <i>n M</i> cold <i>adj + n M</i> college <i>n F</i> colour <i>n + v S</i> comb <i>n + v F</i> come <i>v S</i> come on! <i>excl M</i> comic <i>n M</i> comic book <i>n M</i> competition <i>n F</i> complete <i>v S</i> computer <i>n S</i> conversation <i>n F</i> cook <i>v M</i></p> | <p>cook <i>n F</i> cooker <i>n F</i> cookie <i>n</i> (UK biscuit) <i>F</i> corner <i>n F</i> correct <i>adj S</i> cough <i>n M</i> could <i>v</i> (as in past of can for ability) <i>M</i> could <i>v</i> (for possibility) <i>F</i> country <i>n M</i> countryside <i>n M</i> cousin <i>n S</i> cow <i>n S</i> crocodile <i>n S</i> cross <i>n + v S</i> cry <i>v M</i> cup <i>n M</i> cupboard <i>n S</i> curly <i>adj M</i> cut <i>v F</i></p> |
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| <p>D dad(dy) <i>n S</i> Daisy <i>n M</i> dance <i>v M</i> dangerous <i>adj F</i> dark <i>adj F</i> date <i>n</i> (as in time) <i>F</i> daughter <i>n M</i> David <i>n F</i> day <i>n S</i> dear <i>adj</i> (as in Dear Harry) <i>F</i> December <i>n F</i> decide <i>v F</i></p> | <p>dentist <i>n F</i> desert <i>n F</i> desk <i>n S</i> diary <i>n F</i> dictionary <i>n F</i> difference <i>n M</i> different <i>adj M</i> difficult <i>adj M</i> dining room <i>n S</i> dinner <i>n S</i> dinosaur <i>n F</i> dirty <i>adj S</i></p> | <p>do <i>v S</i> doctor <i>n M</i> dog <i>n S</i> doll <i>n S</i> dolphin <i>n M</i> door <i>n S</i> double <i>adj S</i> down <i>adv + prep M</i> downstairs <i>adv + n M</i> draw <i>v S</i> drawing <i>n S</i> dream <i>n + v M</i></p> | <p>dress <i>n S</i> drink <i>n + v S</i> drive <i>v S</i> drive <i>n M</i> driver <i>n M</i> drop <i>v M</i> drum <i>n F</i> dry <i>adj F</i> duck <i>n S</i> during <i>prep F</i> DVD <i>n M</i></p> |
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| <p>E each <i>det + pron F</i> ear <i>n S</i> earache <i>n M</i> early <i>adj + adv F</i> east <i>n F</i> easy <i>adj M</i> eat <i>v S</i> egg <i>n S</i> elephant <i>n S</i> elevator <i>n</i> (UK lift) <i>M</i></p> | <p>else <i>adv F</i> email <i>n + v M</i> Emma <i>n F</i> empty <i>adj F</i> end <i>n S</i> end <i>v F</i> engineer <i>n F</i> English <i>adj + n S</i> enjoy <i>v S</i> enough <i>adj + pron F</i></p> | <p>envelope <i>n F</i> environment <i>n F</i> eraser <i>n</i> (UK rubber) <i>S</i> evening <i>n S</i> ever <i>adv F</i> every <i>det M</i> everyone <i>pron F</i> everything <i>pron F</i> everywhere <i>adv F</i> exam <i>n F</i></p> | <p>example <i>n S</i> excellent <i>adj + excl F</i> excited <i>adj F</i> exciting <i>adj M</i> excuse me <i>dis M</i> expensive <i>adj F</i> explain <i>v F</i> extinct <i>adj F</i> eye <i>n S</i></p> |
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| <p>F face <i>n S</i> factory <i>n F</i> fair <i>adj M</i> fall <i>v F</i> fall over <i>v F</i> family <i>n S</i> famous <i>adj M</i> fan <i>n M</i> far <i>adj + adv F</i> farm <i>n M</i> farmer <i>n M</i> fast <i>adj + adv F</i> fat <i>adj M</i> father <i>n S</i> favourite <i>adj S</i> February <i>n F</i> feel <i>v F</i> fetch <i>v F</i></p> | <p>a few <i>det F</i> field <i>n M</i> film <i>n + v (US movie) M</i> find <i>v S</i> find out <i>v F</i> fine <i>adj + excl M</i> finish <i>v F</i> fire <i>n F</i> fire engine <i>n F</i> fireman/woman <i>n F</i> fire station <i>n F</i> first <i>adj + adv M</i> fish (<i>s + pl</i>) <i>n S</i> fish <i>v M</i> fishing <i>n S</i> flag <i>n F</i> flashlight <i>n (UK torch) F</i> flat <i>n (US apartment) S</i></p> | <p>floor <i>n S</i> floor <i>n (e.g. ground, 1st, etc.) M</i> flour <i>n F</i> flower <i>n S</i> fly <i>v S</i> fly <i>n M</i> fog <i>n F</i> foggy <i>adj F</i> follow <i>v F</i> food <i>n S</i> foot/feet <i>n S</i> football <i>n (US soccer) S</i> footballer <i>n F</i> for <i>prep S</i> for <i>prep of time F</i> forest <i>n M</i> forget <i>v F</i> fork <i>n F</i></p> | <p>Fred <i>n M</i> Friday <i>n M</i> fridge <i>n F</i> friend <i>n S</i> friendly <i>adj F</i> fries <i>n (UK chips) S</i> frog <i>n S</i> from <i>prep S</i> front <i>adj + n F</i> fruit <i>n S</i> full <i>adj F</i> fun <i>adj + n F</i> funny <i>adj S</i> fur <i>n F</i> future <i>n F</i></p> |
| <p>G game <i>n S</i> garden <i>n S</i> geography <i>n F</i> get <i>v S</i> get dressed <i>v M</i> get off <i>v F</i> get on <i>v F</i> get to <i>v F</i> get undressed <i>v M</i> get up <i>v M</i> giraffe <i>n S</i> girl <i>n S</i> give <i>v S</i></p> | <p>glass <i>adj F</i> glass <i>n M</i> glasses <i>n S</i> glove <i>n F</i> glue <i>n + v F</i> go <i>v S</i> go out <i>v F</i> go shopping <i>v M</i> goat <i>n S</i> gold <i>adj + n F</i> golf <i>n F</i> good <i>adj S</i> goodbye <i>excl S</i></p> | <p>granddaughter <i>n M</i> grandfather <i>n S</i> grandma <i>n S</i> grandmother <i>n S</i> grandpa <i>n S</i> grandparent <i>n M</i> grandson <i>n M</i> grape <i>n S</i> grass <i>n M</i> gray <i>adj (UK grey) S</i> great <i>adj + excl S</i> green <i>adj S</i> grey <i>adj (US gray) S</i></p> | <p>ground <i>n M</i> group <i>n F</i> grow <i>v F</i> grown-up <i>n M</i> guess <i>n + v F</i> guitar <i>n S</i></p> |
| <p>H hair <i>n S</i> half <i>adj + n F</i> hall <i>n S</i> hand <i>n S</i> handbag <i>n S</i> happen <i>v F</i> happy <i>adj S</i> hard <i>adj + adv F</i> Harry <i>n F</i> hat <i>n S</i> hate <i>v F</i> have <i>v S</i> have got <i>v S</i> have (got) to <i>v M</i> he <i>pron S</i></p> | <p>head <i>n S</i> headache <i>n M</i> hear <i>v F</i> heavy <i>adj F</i> Helen <i>n F</i> helicopter <i>n S</i> hello <i>excl S</i> help <i>v M</i> her <i>poss adj + pron S</i> here <i>adv S</i> hers <i>pron S</i> hide <i>v M</i> high <i>adj F</i> hill <i>n F</i> him <i>pron S</i></p> | <p>hippo <i>n S</i> his <i>poss adj + pron S</i> history <i>n F</i> hit <i>v S</i> hobby <i>n S</i> hockey <i>n S</i> hold <i>v S</i> holiday <i>n M</i> home <i>n M</i> homework <i>n M</i> hop <i>v M</i> horrible <i>adj F</i> horse <i>n S</i> hospital <i>n M</i> hot <i>adj M</i></p> | <p>hotel <i>n F</i> hour <i>n F</i> house <i>n S</i> how <i>adv + int M</i> how <i>int S</i> how many <i>int S</i> how much <i>adv + int M</i> how often <i>adv + int M</i> how old <i>int S</i> hungry <i>adj M</i> hurt <i>v M</i> husband <i>n F</i></p> |
| <p>I I <i>pron S</i> ice <i>n F</i> ice cream <i>n S</i> idea <i>n M</i> if <i>conj F</i></p> | <p>ill <i>adj F</i> important <i>adj F</i> in <i>prep of place S</i> in <i>prep of time M</i> in front of <i>prep S</i></p> | <p>insect <i>n F</i> inside <i>adv + n + prep M</i> interesting <i>adj F</i> into <i>prep F</i> invite <i>v M</i></p> | <p>island <i>n M</i> it <i>pron S</i> its <i>poss adj + pron S</i></p> |
| <p>J Jack <i>n M</i> jacket <i>n S</i> jam <i>n F</i> Jane <i>n M</i> January <i>n F</i></p> | <p>jeans <i>n S</i> Jill <i>n S</i> Jim <i>n M</i> job <i>n F</i> John <i>n M</i></p> | <p>journalist <i>n F</i> juice <i>n S</i> July <i>n F</i> jump <i>v S</i> June <i>n F</i></p> | <p>jungle <i>n M</i> just <i>adv F</i></p> |

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| K kangaroo <i>n M</i> Katy <i>n F</i> key <i>n F</i> kick <i>v S</i> | kick <i>n M</i> kilometre <i>n (us kilometer) F</i> Kim <i>n S</i> kind <i>n M</i> | kind <i>adj F</i> kitchen <i>n S</i> kite <i>n S</i> kitten <i>n M</i> | knife <i>n F</i> know <i>v S</i> |
| L lake <i>n M</i> lamp <i>n S</i> language <i>n F</i> last <i>adj + adv M</i> late <i>adj + adv F</i> later <i>adv F</i> laugh <i>n + v M</i> leaf/leaves <i>n M</i> learn <i>v S</i> leave <i>v F</i> left <i>adj + n (as in direction) F</i> leg <i>n S</i> lemon <i>n S</i> lemonade <i>n S</i> | lesson <i>n S</i> let <i>v F</i> let's <i>v S</i> letter <i>n (as in alphabet) S</i> letter <i>n (as in mail) F</i> library <i>n M</i> lie <i>v (as in lie down) F</i> lift <i>n (us elevator) M</i> light <i>adj + n F</i> like <i>prep + v S</i> lime <i>n S</i> line <i>n S</i> lion <i>n M</i> listen <i>v S</i> | little <i>adj F</i> a little <i>adv + det F</i> live <i>v S</i> living room <i>n S</i> lizard <i>n S</i> London <i>n F</i> long <i>adj S</i> look <i>v S</i> look after <i>v F</i> look at <i>v S</i> look for <i>v M</i> look like <i>v F</i> lorry <i>n (us truck) S</i> lose <i>v M</i> | a lot <i>adv + pron S</i> a lot of <i>det S</i> lots <i>adv + pron S</i> lots of <i>det S</i> loud <i>adj M</i> loudly <i>adv M</i> love <i>v S</i> lovely <i>adj F</i> low <i>adj F</i> Lucy <i>n S</i> lunch <i>n S</i> |
| M magazine <i>n F</i> make <i>v S</i> man/men <i>n S</i> mango <i>n S</i> many <i>det S</i> map <i>n M</i> March <i>n F</i> market <i>n M</i> married <i>adj F</i> Mary <i>n M</i> mat <i>n S</i> maths <i>n (us math) F</i> matter <i>n M</i> May <i>n (as in girl's name) S</i> May <i>n F</i> may <i>v F</i> me <i>pron S</i> | me too <i>dis S</i> meal <i>n F</i> mean <i>v M</i> meat <i>n S</i> mechanic <i>n F</i> medicine <i>n F</i> meet <i>v F</i> meeting <i>n F</i> metal <i>adj + n F</i> Michael <i>n F</i> midday <i>n F</i> midnight <i>n F</i> might <i>v F</i> milk <i>n S</i> mind <i>v F</i> mine <i>pron S</i> minute <i>n F</i> | mirror <i>n S</i> Miss <i>title S</i> missing <i>adj F</i> mistake <i>n M</i> mix <i>v F</i> Monday <i>n M</i> money <i>n F</i> monkey <i>n S</i> monster <i>n S</i> month <i>n F</i> moon <i>n M</i> more <i>adv + det + pron M</i> morning <i>n S</i> most <i>adv + det + pron M</i> mother <i>n S</i> motorbike <i>n S</i> mountain <i>n M</i> | mouse/mice <i>n S</i> moustache <i>n M</i> mouth <i>n S</i> move <i>v M</i> movie <i>n (uk film) M</i> Mr <i>title S</i> Mrs <i>title S</i> much <i>adv + det + pron F</i> mum(my) <i>n S</i> museum <i>n F</i> music <i>n M</i> must <i>v M</i> my <i>poss adj S</i> |
| N name <i>n S</i> naughty <i>adj M</i> near <i>adv + prep M</i> neck <i>n M</i> need <i>v M</i> never <i>adv M</i> new <i>adj S</i> | news <i>n F</i> newspaper <i>n F</i> next <i>adj + adv F</i> next to <i>prep S</i> nice <i>adj S</i> Nick <i>n S</i> night <i>n S</i> | no <i>adv + det S</i> noisy <i>adj F</i> no-one <i>pron F</i> north <i>n F</i> nose <i>n S</i> not <i>adv S</i> nothing <i>pron M</i> | November <i>n F</i> now <i>adv S</i> nowhere <i>adv F</i> number <i>n S</i> nurse <i>n M</i> |
| O o'clock <i>adv F</i> October <i>n F</i> octopus <i>n F</i> of <i>prep S</i> of course <i>adv F</i> off <i>adv + prep M</i> office <i>n F</i> often <i>adv M</i> | oh <i>dis S</i> oh dear <i>excl S</i> OK <i>adj + dis S</i> old <i>adj S</i> on <i>prep S</i> on <i>prep of place S</i> on <i>prep of time M</i> once <i>adv F</i> | one <i>det + pron S</i> onion <i>n S</i> only <i>adv M</i> open <i>adj + v S</i> opposite <i>prep M</i> or <i>conj S</i> orange <i>adj + n S</i> other <i>det + pron F</i> | our <i>poss adj S</i> ours <i>pron S</i> out <i>adv M</i> out of <i>prep M</i> outside <i>adv + n + prep M</i> over <i>adv + prep F</i> |

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| <p>P p.m. <i>for time F</i> page <i>n S</i> paint <i>n + v S</i> painter <i>n F</i> painting <i>n S</i> panda <i>n M</i> paper <i>adj + n F</i> pardon <i>int S</i> parent <i>n M</i> park <i>n S</i> parrot <i>n M</i> part <i>n S</i> party <i>n M</i> past <i>n + prep F</i> pasta <i>n M</i> Pat <i>n S</i> Paul <i>n M</i> pea <i>n S</i></p> | <p>pear <i>n S</i> pen <i>n S</i> pencil <i>n S</i> pepper <i>n F</i> perhaps <i>adv F</i> person/people <i>n S</i> pet <i>n M</i> Peter <i>n M</i> phone <i>n + v S</i> photo <i>n S</i> photographer <i>n F</i> piano <i>n S</i> pick up <i>v S</i> picnic <i>n M</i> picture <i>n S</i> piece <i>n F</i> pilot <i>n F</i> pineapple <i>n S</i></p> | <p>pink <i>adj S</i> pirate <i>n M</i> pizza <i>n F</i> place <i>n M</i> plane <i>n S</i> planet <i>n F</i> plant <i>n + v M</i> plastic <i>adj + n F</i> plate <i>n F</i> play <i>v S</i> player <i>n F</i> playground <i>n S</i> please <i>dis S</i> pocket <i>n F</i> point <i>v S</i> policeman/woman <i>n F</i> police station <i>n F</i> poor <i>adj F</i></p> | <p>post <i>v F</i> postcard <i>n F</i> post office <i>n F</i> potato <i>n S</i> prefer <i>v F</i> present <i>n M</i> problem <i>n F</i> programme <i>n</i> (US program) <i>F</i> pull <i>v F</i> puppy <i>n M</i> purple <i>adj S</i> push <i>v F</i> put <i>v S</i> put on <i>v M</i> pyramid <i>n F</i></p> |
| <p>Q quarter <i>n F</i> queen <i>n F</i></p> | <p>question <i>n S</i> quick <i>adj M</i></p> | <p>quickly <i>adv M</i> quiet <i>adj M</i></p> | <p>quietly <i>adv M</i></p> |
| <p>R rabbit <i>n M</i> race <i>n + v F</i> radio <i>n S</i> rain <i>n + v M</i> rainbow <i>n M</i> read <i>v S</i> ready <i>adj F</i> red <i>adj S</i></p> | <p>remember <i>v F</i> restaurant <i>n F</i> rice <i>n S</i> rich <i>adj F</i> Richard <i>n F</i> ride <i>v S</i> ride <i>n M</i> right <i>dis S</i></p> | <p>right <i>adj + n</i> (as in direction) <i>F</i> right <i>adj</i> (as in correct) <i>S</i> ring <i>n F</i> river <i>n M</i> road <i>n M</i> Robert <i>n F</i> robot <i>n S</i> rock <i>n M</i></p> | <p>rocket <i>n F</i> room <i>n S</i> round <i>adj + adv + prep M</i> rubber <i>n</i> (US eraser) <i>S</i> rucksack <i>n F</i> ruler <i>n S</i> run <i>v S</i></p> |
| <p>S sad <i>adj S</i> sail <i>n + v M</i> salad <i>n M</i> Sally <i>n M</i> salt <i>n F</i> Sam <i>n S</i> same <i>adj F</i> sand <i>n S</i> sandwich <i>n M</i> Sarah <i>n F</i> Saturday <i>n M</i> sausage <i>n S</i> say <i>v S</i> scarf <i>n M</i> school <i>n S</i> science <i>n F</i> scissors <i>n F</i> score <i>n + v F</i> sea <i>n S</i> second <i>adj + adv M</i> secret <i>n F</i> secretary <i>n F</i> see <i>v S</i> See you! <i>excl M</i> sell <i>v F</i> send <i>v F</i> sentence <i>n S</i></p> | <p>September <i>n F</i> shall <i>v M</i> shark <i>n M</i> she <i>pron S</i> sheep (<i>s + pl</i>) <i>n S</i> shelf <i>n F</i> shell <i>n S</i> shirt <i>n S</i> shoe <i>n S</i> shop <i>n</i> (US store) <i>S</i> shop <i>v M</i> shopping <i>n M</i> short <i>adj S</i> shorts <i>n F</i> should <i>v F</i> shoulder <i>n M</i> shout <i>v M</i> show <i>v S</i> shower <i>n M</i> silver <i>adj + n F</i> since <i>prep F</i> sing <i>v S</i> singer <i>n F</i> single <i>adj F</i> sister <i>n S</i> sit <i>v S</i> skate <i>n + v M</i></p> | <p>ski <i>n + v F</i> skip <i>v M</i> skirt <i>n S</i> sky <i>n F</i> sledge <i>n + v F</i> sleep <i>v S</i> slow <i>adj M</i> slowly <i>adv M</i> small <i>adj S</i> smell <i>n + v F</i> smile <i>n + v S</i> snack <i>n F</i> snake <i>n S</i> snow <i>n + v M</i> snowball <i>n F</i> snowman <i>n F</i> so <i>dis S</i> so <i>adv + conj F</i> soap <i>n F</i> soccer <i>n</i> (UK football) <i>S</i> sock <i>n S</i> sofa <i>n S</i> soft <i>adj F</i> some <i>det S</i> someone <i>pron F</i> something <i>pron M</i> sometimes <i>adv M</i></p> | <p>somewhere <i>adv F</i> son <i>n M</i> song <i>n S</i> soon <i>adv F</i> sorry <i>adj + int S</i> sound <i>n + v F</i> soup <i>n M</i> south <i>n F</i> space <i>n F</i> speak <i>v F</i> spell <i>v S</i> spend <i>v F</i> spider <i>n S</i> spoon <i>n F</i> sport <i>n S</i> sports centre <i>n M</i> spot <i>n F</i> spotted <i>adj F</i> spring <i>n F</i> square <i>adj + n M</i> stair(s) <i>n M</i> stamp <i>n F</i> stand <i>v S</i> star <i>n M</i> start <i>v S</i> station <i>n F</i> stay <i>v F</i></p> |

| | | | |
|----------------------------|-----------------------|------------------------|--------------------------------|
| steal <i>v F</i> | strange <i>adj F</i> | sugar <i>n F</i> | surprised <i>adj M</i> |
| still <i>adv F</i> | street <i>n S</i> | suitcase <i>n F</i> | swan <i>n F</i> |
| stomach <i>n M</i> | stripe <i>n F</i> | summer <i>n F</i> | sweater <i>n M</i> |
| stomach-ache <i>n M</i> | striped <i>adj F</i> | sun <i>n S</i> | sweet(s) <i>n (US candy) F</i> |
| stop <i>v S</i> | strong <i>adj M</i> | Sunday <i>n M</i> | swim <i>v S</i> |
| store <i>n (UK shop) S</i> | student <i>n F</i> | sunny <i>adj M</i> | swim <i>n M</i> |
| storm <i>n F</i> | study <i>v F</i> | supermarket <i>n M</i> | swimming pool <i>n M</i> |
| story <i>n S</i> | subject <i>n F</i> | supper <i>n S</i> | swing <i>n + v F</i> |
| straight <i>adj M</i> | suddenly <i>adv F</i> | sure <i>adj F</i> | |
| straight on <i>adv F</i> | Sue <i>n S</i> | surname <i>n F</i> | |

| | | | |
|---|---------------------------|---------------------------|----------------------------------|
| T table <i>n S</i> | terrible <i>adj M</i> | this <i>det + pron S</i> | toothache <i>n M</i> |
| table tennis <i>n S</i> | test <i>n + v S</i> | those <i>det + pron S</i> | toothbrush <i>n M</i> |
| tail <i>n S</i> | text <i>n + v M</i> | through <i>prep F</i> | top <i>adj + n M</i> |
| take <i>v M</i> | than <i>conj + prep M</i> | throw <i>v S</i> | torch <i>n (US flashlight) F</i> |
| take <i>v (as in time</i> e.g. it takes 20 minutes) <i>F</i> | thank <i>v F</i> | Thursday <i>n M</i> | towel <i>n M</i> |
| take a photo/picture <i>v S</i> | thank you <i>dis S</i> | tick <i>n + v S</i> | town <i>n M</i> |
| take off <i>v (i.e. get undressed) M</i> | thanks <i>dis S</i> | ticket <i>n M</i> | toy <i>n S</i> |
| talk <i>v S</i> | that <i>det + pron S</i> | tidy <i>adj + v F</i> | traffic <i>n F</i> |
| tall <i>adj M</i> | the <i>det S</i> | tiger <i>n S</i> | train <i>n S</i> |
| tape recorder <i>n F</i> | theatre <i>n F</i> | tights <i>n F</i> | treasure <i>n M</i> |
| taste <i>n + v F</i> | their <i>poss adj S</i> | time <i>n F</i> | tree <i>n S</i> |
| taxi <i>n F</i> | theirs <i>pron S</i> | tired <i>adj M</i> | trousers <i>n S</i> |
| tea <i>n M</i> | them <i>pron S</i> | to <i>prep S</i> | truck <i>n (UK lorry) S</i> |
| teach <i>v F</i> | then <i>dis S</i> | today <i>adv + n S</i> | try <i>n + v S</i> |
| teacher <i>n S</i> | then <i>adv M</i> | together <i>adv F</i> | T-shirt <i>n S</i> |
| team <i>n F</i> | there <i>adv S</i> | toilet <i>n F</i> | Tuesday <i>n M</i> |
| telephone <i>n F</i> | these <i>det + pron S</i> | Tom <i>n S</i> | turn <i>v F</i> |
| television/TV <i>n S</i> | they <i>pron S</i> | tomato <i>n S</i> | turn off <i>v F</i> |
| tell <i>v S</i> | thin <i>adj M</i> | tomorrow <i>adv + n F</i> | turn on <i>v F</i> |
| temperature <i>n M</i> | thing <i>n M</i> | tonight <i>adv + n F</i> | TV/television <i>n S</i> |
| tennis <i>n S</i> | think <i>v M</i> | Tony <i>n S</i> | twice <i>adv F</i> |
| tent <i>n F</i> | third <i>adj + adv M</i> | too <i>adv S</i> | |
| | thirsty <i>adj M</i> | tooth/teeth <i>n M</i> | |

| | | | |
|----------------------------|-------------------------|------------------------|---------------------------|
| U ugly <i>adj S</i> | understand <i>v S</i> | university <i>n F</i> | upstairs <i>adv + n M</i> |
| umbrella <i>n F</i> | unfriendly <i>adj F</i> | untidy <i>adj F</i> | us <i>pron S</i> |
| uncle <i>n M</i> | unhappy <i>adj F</i> | until <i>prep F</i> | use <i>v F</i> |
| under <i>prep S</i> | uniform <i>n F</i> | up <i>adv + prep M</i> | usually <i>adv F</i> |

| | | | |
|-------------------------------|----------------------|--------------------|-----------------------|
| V vegetable <i>n M</i> | Vicky <i>n M</i> | village <i>n M</i> | volleyball <i>n F</i> |
| very <i>adv S</i> | video <i>n + v M</i> | visit <i>v F</i> | |

| | | | |
|--------------------------|--------------------------------|---------------------|--------------------------|
| W wait <i>v M</i> | wear <i>v S</i> | whisper <i>v F</i> | with <i>prep S</i> |
| waiter <i>n F</i> | weather <i>n M</i> | whistle <i>v F</i> | without <i>prep F</i> |
| wake (up) <i>v M</i> | Wednesday <i>n M</i> | white <i>adj S</i> | woman/women <i>n S</i> |
| walk <i>v S</i> | week <i>n M</i> | who <i>int S</i> | wood <i>n F</i> |
| walk <i>n M</i> | weekend <i>n M</i> | who <i>pron M</i> | wool <i>n F</i> |
| wall <i>n S</i> | well <i>dis S</i> | whose <i>int S</i> | word <i>n S</i> |
| want <i>v S</i> | well <i>adj + adv M</i> | why <i>int M</i> | work <i>n + v M</i> |
| warm <i>adj F</i> | well done <i>dis S</i> | wife <i>n F</i> | world <i>n M</i> |
| wash <i>n + v M</i> | west <i>n F</i> | will <i>v F</i> | worse <i>adj + adv M</i> |
| watch <i>n + v S</i> | wet <i>adj M</i> | William <i>n F</i> | worst <i>adj + adv M</i> |
| water <i>n S</i> | whale <i>n M</i> | win <i>v F</i> | would <i>v M</i> |
| waterfall <i>n M</i> | what <i>int S</i> | wind <i>n M</i> | would like <i>v S</i> |
| watermelon <i>n S</i> | when <i>adv + conj + int M</i> | window <i>n S</i> | wow! <i>excl S</i> |
| wave <i>v S</i> | where <i>int S</i> | windy <i>adj M</i> | write <i>v S</i> |
| way <i>n F</i> | where <i>pron F</i> | wing <i>n F</i> | wrong <i>adj M</i> |
| we <i>pron S</i> | which <i>int S</i> | winter <i>n F</i> | |
| weak <i>adj M</i> | which <i>pron M</i> | wish <i>n + v F</i> | |

X (No words at these levels)

| | | |
|--------------------------|----------------------------|------------------------|
| Y year <i>n F</i> | yesterday <i>adv + n M</i> | young <i>adj S</i> |
| yellow <i>adj S</i> | yet <i>adv F</i> | your <i>poss adj S</i> |
| yes <i>excl S</i> | you <i>pron S</i> | yours <i>pron S</i> |

| | |
|--------------------------|----------------|
| Z zero <i>n F</i> | zoo <i>n S</i> |
|--------------------------|----------------|

Starters, Movers and Flyers

Combined thematic vocabulary list

N.B. For a comprehensive vocabulary list, see the alphabetic combined list on p42.

| | Starters | | Movers | | Flyers |
|-----------------------------|---|--|---|---|--|
| Animals | animal bird cat chicken cow crocodile dog duck elephant fish (<i>s + pl</i>) frog giraffe | goat hippo horse lizard monkey mouse/mice sheep (<i>s + pl</i>) snake spider tail tiger zoo | bat bear cage dolphin fly jungle kangaroo kitten lion panda parrot pet | puppy rabbit shark whale | butterfly camel dinosaur extinct fur insect octopus swan wing |
| The body & face | arm body ear eye face foot/feet hair | hand head leg mouth nose smile | back beard blond(e) bottom curly fair fat | moustache neck shoulder stomach straight thin tooth/teeth | |
| Clothes | bag clothes dress glasses handbag hat jacket jeans | shirt shoe skirt sock trousers T-shirt watch wear | coat scarf sweater | | belt glove pocket ring shorts spot spotted stripe striped tights umbrella uniform |
| Colours | black blue brown colour green grey (<i>US gray</i>) | orange pink purple red white yellow | | | gold silver spot spotted stripe striped |
| Family & friends | baby boy brother child/children cousin dad(dy) family father friend girl grandfather grandma | grandmother grandpa live man/men mother mum(my) old person/people sister woman/women young | aunt daughter granddaughter grandparent grandson grown-up parent son uncle | | husband married surname wife |

| Starters | | Movers | | Flyers | |
|-------------------------|--|--|---|---|---|
| Food & drink | apple banana bean bread breakfast burger cake carrot chicken chips (US fries) coconut dinner drink eat egg fish food fries (UK chips) fruit grape ice cream | juice lemon lemonade lime lunch mango meat milk onion orange pea pear pineapple potato rice sausage supper tomato water watermelon | bottle bowl cheese coffee cup glass hungry pasta picnic salad sandwich soup tea thirsty vegetable | biscuit (US cookie) butter candy (UK sweet(s)) chocolate chopsticks cookie (UK biscuit) flour fork jam knife meal pepper piece pizza plate salt smell snack | spoon sugar sweet(s) (US candy) taste |
| Health | | cold cough cry doctor earache fine headache hospital | hurt matter (what's the matter?) nurse stomach-ache temperature tired toothache | chemist (‘s) cut dentist fall fall over ill medicine | |
| The home | apartment (UK flat) armchair bath bathroom bed bedroom bookcase box camera chair clock computer cupboard desk dining room doll door flat (US apartment) flower garden | hall house kitchen lamp living room mat mirror painting phone picture radio room sleep sofa table television/TV toy tree wall watch window | address balcony basement blanket CD player downstairs dream DVD player elevator (UK lift) fan floor (e.g. ground, 1st, etc.) home lift (UK elevator) shower stair(s) toothbrush towel upstairs wash | brush comb cooker diary envelope fridge key letter shelf soap stamp swing telephone toilet | |
| Materials | | | | card glass gold metal paper | plastic silver wood wool |

| Starters | | | Movers | | Flyers | |
|--------------------------------|--|--|---|--|---|--|
| Names | Alex Ann Anna Ben Bill Jill Kim Lucy | May Nick Pat Sam Sue Tom Tony | Daisy Fred Jack Jane Jim John | Mary Paul Peter Sally Vicky | Betty David Emma Harry Helen Katy | Michael Richard Robert Sarah William |
| Numbers | 1–20 | 21–100 | 1st–20th | 101–1,000 | 21st–31st | |
| Places & directions | behind between here in in front of next to on park playground shop (US store) store (UK shop) street there under zoo | above bank below bus station café cinema farm hospital library map market near opposite place road | sports centre square straight supermarket swimming pool | airport bookshop bridge bus stop castle chemist(s) circus club college corner east end factory fire station front get to hotel | kilometre(s) (US kilometer(s)) left London museum north over police station post office restaurant right south station straight on theatre university way west | |
| School | alphabet answer ask board book bookcase class classroom close colour computer correct cross cupboard desk door draw English eraser (UK rubber) example floor find know learn lesson letter (as in alphabet) line listen | look number open page part pen pencil picture playground question read right (as in correct) rubber (US eraser) ruler school sentence sit (down) spell stand (up) story teacher tell test tick understand wall window word write | homework mistake text | art bin club college competition dictionary exam flag geography glue group history language maths (US math) rucksack science scissors shelf student study subject teach university | | |

| Starters | | | Movers | | Flyers | |
|-----------------------------|--------------------|----------------------|--------------------|------------------------------|----------------------|--------------------------------|
| Sports & leisure | badminton | listen | bat | sports centre | drum | tent |
| | ball | paint(ing) | cinema | swim (<i>n</i>) | diary | torch |
| | baseball | photo | CD | swimming pool | flashlight | (US flashlight) |
| | basketball | piano | CD player | towel | (UK torch) | umbrella |
| | beach | picture | comic/comic book | video | golf | volleyball |
| | bike | play | dance | walk (<i>n</i>) | hotel | |
| | boat | radio | drive (<i>n</i>) | | magazine | |
| | book | read | DVD | | meet | |
| | bounce | ride (<i>v</i>) | DVD player | | player | |
| | camera | run | email | | programme | (US program) |
| | catch | sing | film (US movie) | | pyramid | |
| | doll | soccer | fish | | race | |
| | draw(ing) | (UK football) | go shopping | | rucksack | |
| | drive (<i>v</i>) | song | holiday | | score | |
| | enjoy | sport | hop | | ski (<i>n + v</i>) | |
| | favourite | story | kick (<i>n</i>) | | sledge | |
| | fishing | swim (<i>v</i>) | movie (UK film) | | snowball | |
| | fly | table tennis | music | | snowman | |
| | football | take a photo/picture | party | | suitcase | |
| | (US soccer) | television/TV | present | | swing | |
| | game | tennis | ride (<i>n</i>) | | tape recorder | |
| guitar | text | sail | | team | | |
| hit | throw | skate | | | | |
| hobby | toy | skip | | | | |
| hockey | walk (<i>v</i>) | | | | | |
| jump | watch | | | | | |
| kick (<i>v</i>) | | | | | | |
| kite | | | | | | |
| Time | afternoon | | after | The days of the week: | a.m. | summer |
| | birthday | | always | Sunday | ago | time |
| | clock | | before | Monday | autumn | tomorrow |
| | day | | every | Tuesday | century | tonight |
| | end | | never | Wednesday | Christmas | winter |
| | evening | | sometimes | Thursday | date | year |
| | morning | | week | Friday | early | The months of the year: |
| | night | | weekend | Saturday | future | January |
| | today | | yesterday | | half | February |
| | watch | | | | hour | March |
| | | | | | late | April |
| | | | | | later | May |
| | | | | | midday | June |
| | | | | | midnight | July |
| | | | | | minute | August |
| | | | | month | September | |
| | | | | o'clock | October | |
| | | | | p.m. | November | |
| | | | | past | December | |
| | | | | quarter | | |
| | | | | spring | | |

| Starters | | | Movers | | Flyers | |
|----------------------------|---|---|--|---|--|---|
| Toys | ball baseball basketball bike boat car doll football (US soccer) game helicopter | kite lorry (US truck) monster plane robot soccer (UK football) toy train truck (UK lorry) | | | | |
| Transport | bike boat bus car drive (v) fly go helicopter | lorry (US truck) motorbike plane ride (v) run swim train truck (UK lorry) | bus station drive (n) driver ride (n) ticket | | airport ambulance bicycle fire engine rocket station taxi traffic | |
| Weather | sun | | cloud cloudy rain rainbow snow | sunny weather wind windy | fog foggy ice sky storm | |
| Work | teacher | | clown doctor driver farmer hospital nurse pirate work | | actor airport ambulance artist astronaut business businessman/ woman circus cook dentist engineer factory fire engine fireman/woman footballer job journalist | mechanic meeting news newspaper office painter photographer pilot police station policeman/ woman queen rocket secretary singer taxi waiter |
| The world around us | beach sand sea shell street sun tree water | | city country(side) field forest grass ground island jungle lake leaf/leaves moon | mountain plant river road rock star town village waterfall world | air bridge castle cave desert environment fire | future hill planet pyramid sky space wood |

Starters, Movers and Flyers

Combined grammatical vocabulary list

| Starters | | | Movers | | Flyers | |
|-----------------|------------------------|-------------------------|----------------------------------|-----------------------|------------------------|--------------------------|
| Nouns | afternoon | clock | address | Fred | actor | dictionary |
| | Alex | clothes | age | Friday | air | dinosaur |
| | alphabet | coconut | aunt | granddaughter | airport | drum |
| | animal | colour | back | grandparent | ambulance | east |
| | Ann | computer | balcony | grandson | April | Emma |
| | Anna | cousin | bank | grass | art | engineer |
| | answer | cow | basement | ground | artist | envelope |
| | apartment (UK flat) | crocodile | bat | grown-up | astronaut | environment |
| | apple | cross | bear | headache | August | exam |
| | arm | cupboard | beard | holiday | autumn | factory |
| | armchair | dad(dy) | blanket | home | belt | February |
| | baby | day | bottle | homework | Betty | fire |
| | badminton | desk | bottom | hospital | bicycle | fire engine |
| | bag | dining room | bowl | idea | bin | fire station |
| | ball | dinner | bus station | inside | biscuit (US cookie) | fireman/woman |
| | banana | dog | café | island | bookshop | flag |
| | baseball | doll | cage | Jack | bridge | flashlight (UK torch) |
| | baseball | door | CD | Jane | brush | flour |
| | basketball | drawing | CD player | Jim | bus stop | fog |
| | bath | dress | cheese | John | business | footballer |
| | bathroom | drink | cinema | jungle | businessman/ woman | fork |
| | beach | duck | city | kangaroo | butter | fridge |
| | bean | ear | cloud | kick | butterfly | front |
| | bed | egg | clown | kind | camel | fun |
| | bedroom | elephant | coat | kitten | candy (UK sweet(s)) | fur |
| | Ben | end | coffee | lake | card | future |
| | bike | English | cold | laugh | castle | geography |
| | Bill | eraser (UK rubber) | comic/comic book | leaf/leaves | cave | glove |
| | bird | evening | cough | library | century | glue |
| | birthday | example | country(side) | lift (US elevator) | chemist(s) | gold |
| | board | eye | cup | lion | chocolate | golf |
| | boat | face | daughter | map | chopsticks | group |
| | body | family | difference | market | Christmas | guess |
| | book | father | doctor | Mary | circus | half |
| | bookcase | fish (s + pl) | dolphin | matter | club | Harry |
| | box | flat (US apartment) | downstairs | mistake | college | hill |
| | boy | floor | dream | Monday | comb | history |
| | bread | flower | drive | moon | competition | hotel |
| | breakfast | food | driver | mountain | conversation | hour |
| | brother | foot/feet | DVD | moustache | cook | husband |
| | burger | football (US soccer) | earache | movie (UK film) | cooker | ice |
| | bus | friend | elevator (UK lift) | music | cookie (UK biscuit) | insect |
| | cake | friend (UK chips) | email | neck | corner | jam |
| | camera | fries | fan | nurse | date | January |
| | car | frog | farm | outside | David | job |
| | carrot | fruit | farmer | panda | December | journalist |
| | cat | game | field | parent | dentist | July |
| | chair | garden | film (US movie) | parrot | desert | June |
| | chicken | giraffe | floor (e.g. ground, 1st etc.) | party | diary | Katy |
| | child/children | girl | fly | pasta | | key |
| | chips (US fries) | glasses | forest | Paul | | |
| | class | | | pet | | |
| | classroom | | | | | |

| Starters | | | Movers | | Flyers | |
|------------------|----------------------------|-------------------------|---------------|-----------|---------------------|---------------|
| Nouns | goat | name | Peter | video | kilometre(s) | Richard |
| <i>continued</i> | grandfather | Nick | picnic | village | (US kilometre(s)) | ring |
| | grandma | night | pirate | walk | knife | Robert |
| | grandmother | nose | place | wash | language | rocket |
| | grandpa | number | plant | waterfall | letter (as in mail) | rucksack |
| | grape | onion | present | weather | light | salt |
| | guitar | orange | puppy | Wednesday | London | Sarah |
| | hair | page | rabbit | week | magazine | science |
| | hall | paint | rain | weekend | March | scissors |
| | hand | painting | rainbow | whale | married | score |
| | handbag | park | ride | wind | maths (US math) | secret |
| | hat | part | river | work | May (as in month) | secretary |
| | head | Pat | road | world | meal | September |
| | helicopter | pea | rock | yesterday | mechanic | shelf |
| | hippo | pear | sail | | medicine | shorts |
| | hobby | pen | salad | | meeting | silver |
| | hockey | pencil | Sally | | metal | singer |
| | horse | person/people | sandwich | | Michael | ski |
| | house | phone | Saturday | | midday | sky |
| | ice cream | photo | scarf | | midnight | sledge |
| | jacket | piano | shark | | minute | smell |
| | jeans | picture | shopping | | money | snack |
| | Jill | pineapple | shoulder | | month | snowball |
| | juice | plane | shower | | museum | snowman |
| | Kim | playground | skate | | news | soap |
| | kitchen | potato | snow | | newspaper | sound |
| | kite | question | son | | north | south |
| | lamp | radio | soup | | November | space |
| | leg | rice | sports centre | | October | spoon |
| | lemon | robot | square | | octopus | spot |
| | lemonade | room | stair(s) | | office | spring |
| | lesson | rubber | star | | painter | stamp |
| | letter (as in alphabet) | (US eraser) | stomach | | paper | station |
| | lime | Sam | stomach-ache | | past | storm |
| | line | sand | Sunday | | pepper | stripe |
| | living room | sausage | supermarket | | photographer | student |
| | lizard | school | sweater | | piece | subject |
| | lorry (US truck) | sea | swim | | pilot | sugar |
| | Lucy | sentence | swimming pool | | pizza | suitcase |
| | lunch | sheep (<i>s + pl</i>) | tea | | planet | summer |
| | man/men | shell | temperature | | plastic | surname |
| | mango | shirt | text | | plate | swan |
| | mat | shoe | thing | | player | sweet(s) |
| | May (as in girl's name) | shop (US store) | Thursday | | pocket | (US candy) |
| | meat | sister | ticket | | police station | swing |
| | milk | skirt | tooth/teeth | | policeman/ woman | tape recorder |
| | mirror | smile | toothache | | post office | taste |
| | monkey | snake | toothbrush | | postcard | taxi |
| | monster | soccer | top | | problem | team |
| | morning | (US football) | towel | | programme | telephone |
| | mother | sock | town | | (US program) | tent |
| | motorbike | sofa | Tuesday | | pyramid | theatre |
| | mouse/mice | song | uncle | | quarter | tights |
| | mouth | spider | upstairs | | queen | time |
| | mum(my) | sport | vegetable | | race | toilet |
| | | store (UK shop) | Vicky | | restaurant | tomorrow |
| | | | | | | tonight |

| Starters | | | Movers | | Flyers | |
|--------------------|----------------|-----------------------|---------------|-----------|-----------------|-------------------------|
| Nouns | story | Tony | | | torch | winter |
| <i>continued</i> | street | toy | | | (US flashlight) | wish |
| | Sue | train | | | traffic | wood |
| | sun | tree | | | umbrella | wool |
| | supper | trousers | | | uniform | year |
| | table | truck (US lorry) | | | university | zero |
| | table tennis | try | | | volleyball | |
| | tail | T-shirt | | | waiter | |
| | teacher | wall | | | way | |
| | television/TV | watch | | | west | |
| | tennis | water | | | wife | |
| | test | watermelon | | | William | |
| | tick | window | | | wing | |
| | tiger | woman/women | | | | |
| | today | word | | | | |
| | Tom | zoo | | | | |
| | tomato | | | | | |
| Adjectives | angry | pink | afraid | round | bored | kind |
| | beautiful | purple | all | slow | brave | late |
| | big | red | all right | square | broken | left (as in direction) |
| | black | right (as in correct) | awake | straight | cheap | light |
| | blue | sad | back | strong | dangerous | little |
| | brown | short | bad | sunny | dark | lovely |
| | clean | small | best | surprised | dear | low |
| | closed | sorry | better | tall | dry | married |
| | correct | their | blonde | terrible | early | metal |
| | dirty | ugly | boring | thin | empty | missing |
| | double | white | bottom | thirsty | enough | next |
| | English | yellow | busy | tired | excellent | noisy |
| | favourite | young | careful | top | excited | paper |
| | funny | your | clever | weak | expensive | plastic |
| | good | | cloudy | well | extinct | poor |
| | gray (UK grey) | | cold | wet | far | ready |
| | great | | curly | windy | fast | rich |
| | green | | different | worse | foggy | right (as in direction) |
| | grey (US gray) | | difficult | worst | friendly | same |
| | happy | | easy | wrong | front | silver |
| | her | | exciting | | full | single |
| | his | | famous | | fun | soft |
| | its | | four | | glass | spotted |
| | long | | fat | | gold | strange |
| | my | | fine | | half | striped |
| | new | | hot | | hard | sure |
| | nice | | hungry | | heavy | tidy |
| | old | | last | | high | unfriendly |
| | OK | | loud | | horrible | unhappy |
| | open | | naughty | | ill | untidy |
| | orange | | quick | | important | warm |
| | our | | quiet | | interesting | |
| Determiners | a/an | some | all | more | each | |
| | a lot of | that | another | most | a few | |
| | lots of | the | any | | a little | |
| | many | these | both | | much | |
| | no | this | every | | other | |
| | one | those | | | | |

| Starters | | Movers | | Flyers | | |
|--------------------------|---|---|--|---|--|--|
| Adverbs | again here a lot lots no not now there today too very yes | | all right always back badly best better carefully down downstairs how how much how often inside last loudly more most near never | off often on only out outside quickly quietly round slowly sometimes then up upstairs well when worse worst yesterday | after ago already also anywhere away before early else ever everywhere far fast hard just late later a little much | next nowhere of course once over perhaps so somewhere soon still straight on suddenly together tomorrow tonight twice usually yet |
| Prepositions | about at behind between for from in in front of like | next to of on to under with | above after before below by down in (<i>prep of time</i>) inside near | off on (<i>prep of time</i>) opposite out of outside round than up | across during for (<i>prep of time</i>) into over past since through until | without |
| Conjunctions | and but | or | because than | when | after before | if so |
| Pronouns | he her hers him his I it its a lot lots me mine one | ours she that theirs them these they this those us we you yours | all any another both more most nothing something which who | | anyone anything each enough everyone everything much no-one other someone where | |
| Verbs – irregular | be catch (e.g. a ball) can choose come do draw drink drive eat find | fly get give go have have got hit hold know learn let's | bring buy catch (e.g. a bus) get (un)dressed get up go shopping have (got) to hide hurt lose mean | must put on take take off think wake up | be going to begin break cut fall fall over feel feel like find out forget get (off/on/to) | go out grow hear leave let lie (as in lie down) meet send sell should smell |

| Starters | | | Movers | | Flyers | |
|--|--|--|--|--|--|---|
| Verbs – irregular <i>continued</i> | make put read ride run say see sing sit (down) sleep | spell stand (up) swim take a photo/ picture tell throw understand wear write | | | smell like speak spend steal swing take (as in time) teach win | |
| Verbs – regular | add answer ask bounce clean close colour complete cross enjoy jump kick learn like listen (to) live look look (at) love open paint phone pick up | play (with) point show smile start stop talk test tick try walk want watch wave | call carry climb cook cry dance dream drop email film fish help hop invite laugh look for move need plant rain sail shop shout | skate skip snow text video wait wash work | agree arrive ask for believe brush burn camp comb decide end explain fetch finish follow glue guess happen hate look after look (like) mind mix post | prefer pull push race remember score ski sledge sound sound like stay study taste taste like thank tidy turn turn (off/on) use visit whisper whistle wish |
| Modals | can/cannot/ can't | would like | could (as in past of can for ability) must | shall would | could (for possibility) may | might should will |
| Question words | how how many how old what | where which who whose | how much how often when why | | | |

