

Cambridge English Young Learners

Starters Movers Flyers

Handbook for teachers

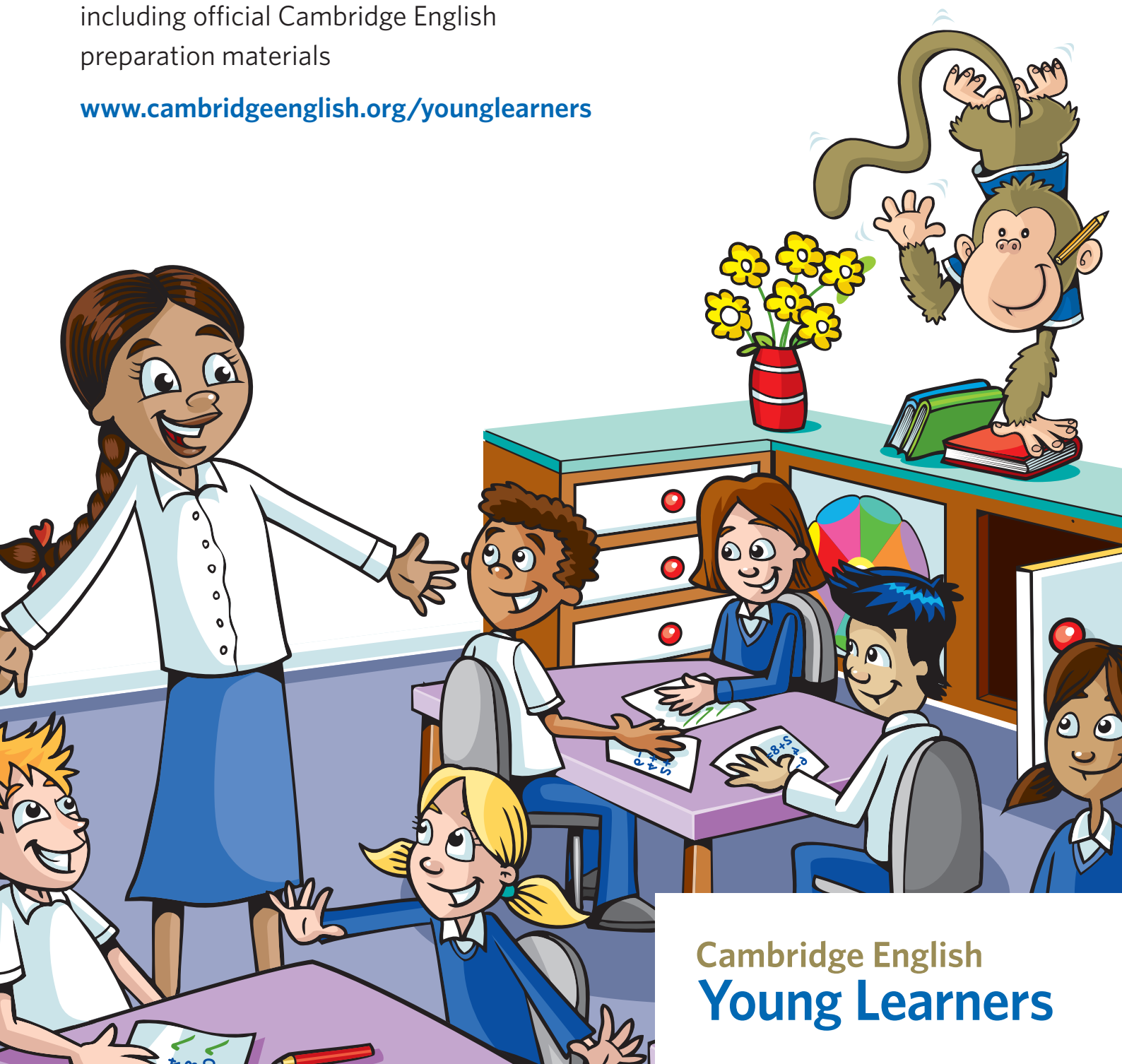
for exams from 2018



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Cambridge English
Young Learners

Preface

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

For further information on any of the Cambridge English examinations and teaching qualifications, or if you need further copies of this handbook, please email marketingsupport@cambridgeenglish.org

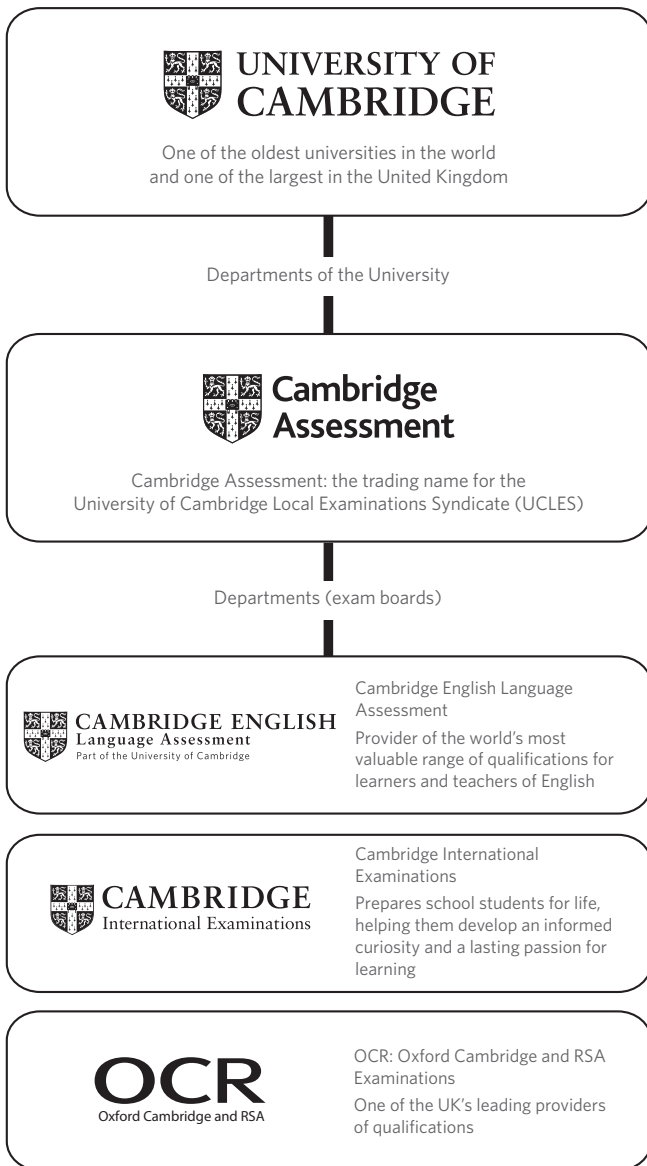
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About Cambridge English Language Assessment

Cambridge English: Young Learners, also known as *Cambridge Young Learners English (YLE)*, is developed by Cambridge English Language Assessment, a not-for-profit department of the University of Cambridge.

We are one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 170 countries around the world every year.

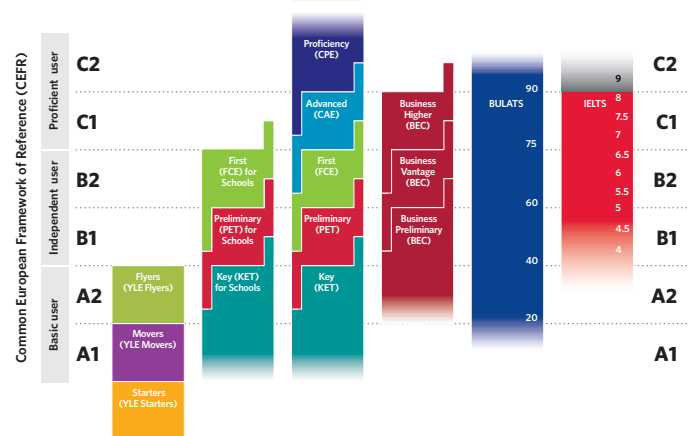


The world's most valuable range of English qualifications

Cambridge English Language Assessment offers the world's leading range of qualifications for learners and teachers of English. Over 5 million Cambridge English exams are taken each year in more than 130 countries.

We offer assessments across the full spectrum of language ability – for school children, for general communication, for professional and academic purposes, and also for specific Business English qualifications. All of our exams are aligned to the principles and approach of the Common European Framework of Reference for Languages (CEFR).

To find out more about Cambridge English exams and the CEFR, go to www.cambridgeenglish.org/cefr



Key features of Cambridge English exams

Cambridge English exams:

- are based on realistic tasks and situations so that preparing for their exam gives learners real-life language skills
- accurately and consistently test all four language skills – reading, writing, listening and speaking
- encourage positive learning experiences, and seek to achieve a positive impact on teaching wherever possible
- are as fair as possible to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

Proven quality

Our commitment to providing exams of the highest possible quality is underpinned by an extensive programme of research and evaluation. Question papers are produced and pretested using rigorous procedures to ensure accuracy and fairness, and the marking and grading of our exams is continuously monitored for consistency. More details can be found in our publication *Principles of Good Practice*, which can be downloaded free from www.cambridgeenglish.org/principles

Cambridge English: Young Learners – an overview

Cambridge English: Young Learners gives a reliable and consistent measure of how well a child is doing in learning English.

Cambridge English: Young Learners encourages younger children to work towards three certificates: *Starters*, *Movers* and *Flyers*. Tests are designed to make learning fun and children are motivated by working towards certificates and earning the ‘shields’ that record their progress.

Cambridge English: Young Learners leads on to other Cambridge English examinations designed for young people, e.g. *Cambridge English: Key for Schools*, *Cambridge English: Preliminary for Schools* and *Cambridge English: First for Schools*.

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
- 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.

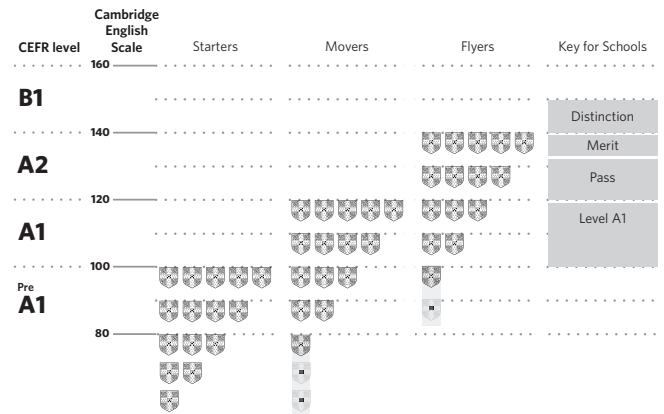
Above all, it is essential for the testing experience to have a positive impact on the children’s future language learning.

Who is Cambridge English: Young Learners for?

Cambridge English: Young Learners is designed to offer a comprehensive approach to testing the English of learners in primary and lower secondary education.

What level are the tests?

The *Cambridge English: Young Learners* tests are aligned with the CEFR. *Cambridge English: Starters* is targeted at Level Pre A1. *Cambridge English: Movers* is targeted at Levels Pre A1 and A1, with a strong performance indicating Level A1. *Cambridge English: Flyers* is targeted at Levels A1 and A2, with a strong performance indicating Level A2. The table below shows how *Starters*, *Movers* and *Flyers* are linked to the CEFR as well as their relationship to *Cambridge English: Key for Schools*. Results for the *Cambridge English: Young Learners* tests are also aligned to the Cambridge English Scale. The Cambridge English Scale is designed to complement the CEFR.



Marks and results

In the Reading & Writing paper in *Starters*, *Movers* and *Flyers* correct spelling is required. In Part 2 of the Listening paper some misspellings are allowed. Candidates must follow the instructions 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 English Language Assessment).

Results are reported in a way designed to provide positive encouragement to the learners. All candidates who complete their test receive a certificate and a statement of results to show what they can do (rather than what they can’t do). They also give the children credit for having taken part in the test.

The *Cambridge English: Young Learners* tests are high-facility tests. This means that most candidates do very well. 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.

Special circumstances

Cambridge English exams are designed to be fair to all test takers.

For more information about special circumstances go to www.cambridgeenglish.org/help

Exam support

Official Cambridge English exam preparation materials

To support teachers and help learners prepare for their exams, Cambridge English Language Assessment and Cambridge University Press have developed a range of official support materials including coursebooks and practice tests. These official materials are available in both print and digital formats.

www.cambridgeenglish.org/prepare

Support for teachers

The Teaching English section of our website provides user-friendly, free resources for all teachers preparing for our exams. It includes:

General information – handbooks for teachers, sample papers.

Detailed exam information – format, timing, number of questions, task types, mark scheme of each paper.

Advice for teachers – developing students' skills and preparing them for the exam.

Downloadable lessons – a lesson for every part of every paper.

Teaching qualifications – a comprehensive range of qualifications for new teachers and career development for more experienced teachers.

Seminars and webinars – a wide range of exam-specific seminars and live and recorded webinars for both new and experienced teachers.

Teacher development – resources to support teachers in their Continuing Professional Development.

Exam update information – detailed information about the 2018 update of the exam.

www.cambridgeenglish.org/teaching-english

Support for candidates

We provide learners, and parents whose children are taking *Cambridge English: Young Learners*, with a wealth of exam resources and preparation materials throughout our website, including exam advice, sample papers, candidate guides, games and online learning resources.

www.cambridgeenglish.org/learning-english

Exam sessions

The *Cambridge English: Young Learners* tests are available on paper (on demand), on computer and on supported tablets (fixed exam dates). We are launching our computer-based tests on a country-by-country basis. Talk to your centre to find out more.

Candidates must be entered through an authorised Cambridge English Language Assessment examination centre. Find your nearest centre at www.cambridgeenglish.org/centresearch

Facebook

Learners joining our lively Facebook community can get tips, take part in quizzes and talk to other English language learners.

www.facebook.com/CambridgeEnglish

Registering candidates for an exam

Exam entries must be made through an authorised Cambridge English examination centre.

Centre staff have all the latest information about our exams, and can provide you with:

- details of entry procedures
- copies of the exam regulations
- exam dates
- current fees
- more information about *Cambridge English: Young Learners* and other Cambridge English exams.

We have more than 2,800 centres in over 130 countries – all are required to meet our high standards of exam administration, integrity, security and customer service. Find your nearest centre at

www.cambridgeenglish.org/centresearch

Further information

If your local authorised exam centre is unable to answer your question, please contact our helpdesk:

www.cambridgeenglish.org/help

About the exam

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. 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.

The three levels

Cambridge English: Young Learners consists 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 basic user level (A2).

A wide range of textbooks 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 and their presentation reflect the main content areas which frequently occur in these materials (topic, vocabulary, etc.). 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 on the next page indicates the common characteristics and variations in the different levels of the tests.

	Overall length	Number of tasks/parts	Number of items
Starters			
Listening	approx 20 mins	4	20
Reading & Writing	20 mins	5	25
Speaking	3-5 mins	4	-
Total	total approx 45 mins		
Movers			
Listening	approx 25 mins	5	25
Reading & Writing	30 mins	6	35
Speaking	5-7 mins	4	-
Total	total approx 1 hour 2 mins		
Flyers			
Listening	approx 25 mins	5	25
Reading & Writing	40 mins	7	44
Speaking	7-9 mins	4	-
Total	total approx 1 hour 14 mins		

Can Do summary

The tables below give some examples at each *Cambridge English: Young Learners* level of typical general ability. These statements are linked to the CEFR.

Starters

Listening & Speaking	Reading & Writing
CAN understand letters of the English alphabet when heard	CAN read and understand some simple sentences, including questions
CAN understand some simple spoken instructions given in short, simple phrases	CAN follow some very short stories written in very simple language
CAN understand some simple spoken questions about self – such as name, age, favourite things or daily routine	CAN write the letters of the English alphabet
CAN understand some very simple spoken descriptions of people – such as name, gender, age, mood, appearance or what they are doing	CAN write name using the English alphabet
CAN understand some very simple spoken descriptions of everyday objects – such as how many, colour, size or location	CAN copy words, phrases and short sentences
CAN understand very some short conversations that use familiar questions and answers	CAN spell some very simple words correctly
CAN name some familiar people or things – such as family, animals, and school or household objects	
CAN give very basic descriptions of some objects and animals – such as how many, colour, size or location	
CAN respond to very simple questions with single words or a 'yes/no' response	

Movers

Listening & Speaking	Reading & Writing
CAN understand very simple spoken dialogues about familiar topics with the help of pictures	CAN understand some simple signs and notices
CAN understand very simple spoken descriptions about people and objects	CAN read and understand some short factual texts with the help of pictures
CAN express agreement or disagreement with someone using short, simple phrases	CAN read and understand some short, simple stories about familiar topics with the help of pictures
CAN respond to questions on familiar topics with simple phrases and sentences	CAN write short, simple phrases and sentences about pictures and familiar topics
CAN give simple descriptions of objects, pictures and actions	CAN write simple sentences giving personal details
CAN tell a very simple story with the help of pictures	CAN write short, simple sentences about likes and dislikes
CAN ask someone how they are and ask simple questions about habits and preferences	

Flyers

Listening & Speaking	Reading & Writing
CAN understand instructions given in more than one sentence	CAN understand simple written descriptions of objects, people and events
CAN understand simple spoken descriptions of objects, people and events	CAN understand simple, short stories containing narrative tenses
CAN understand simple conversations on everyday topics	CAN read and understand short texts, even if some words are unknown
CAN ask basic questions about everyday topics	CAN link phrases or sentences with connectors like 'and', 'because' and 'then'
CAN tell short, simple stories using pictures or own ideas	CAN write simple descriptions of objects, pictures and actions
CAN give simple descriptions of objects, pictures and actions	CAN write a short, simple story using pictures or own ideas
CAN talk briefly about activities done in the past	

Starters

Listening

Approximately 20 minutes/20 items

There are four parts. Each part begins with one or two examples. 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 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 3-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 names and descriptions	Picture, names and dialogue	Draw lines to match names to people in 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

Advice for teachers

The aim of the Cambridge English tests for young learners is to make language learning a motivating and enjoyable experience. We make every effort to ensure that *Starters* tests are fun for young children, accessible worldwide and a positive foundation for future language learning.

As is appropriate for the age group, the tests make full use of colourful and engaging pictures to check understanding. The tasks that children do in the test are similar to those used in young learners' classrooms all over the world. They also always follow the same format so that children can be shown exactly what to expect.

When preparing tasks, writers keep strictly to the *Starters* grammatical syllabus and vocabulary list so that children who have been carefully prepared will be familiar with all the language they hear or read on the day of their test.

The vocabulary to be tested was selected with young learners in mind and focuses on words with a particular interest for young children such as animals, toys, home, school and children's leisure activities. It is important to make sure that children are familiar with all the words on the *Starters* wordlist even if some of, say, the fruits on the list have more relevance to their own specific context than others.

Some of the vocabulary on the list may lose its relevance as the young learner becomes an adult; however, children doing a *Cambridge English: Young Learners* test are also learning lexical items that are important regardless of age – the words for colours, numbers and clothes, for example. They will also focus on the key structures that will provide them with a firm foundation in the grammar of English.

The recordings use a range of adults and children speaking clearly in standard British and American English. At *Starters* level speakers speak moderately slowly.

Each of the four tasks in the recording is heard twice.

Parents can get more information in the parents' section on the Cambridge English website. This includes tips on how to support and extend their children's learning.

Teachers can find a range of materials, including lesson plans and sample papers, on the Cambridge English website.

Tips for preparing learners for the Starters Listening component

Part 1

- Do plenty of practice with describing people in pictures: their hair, their clothes and what they are doing.
- 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.
- Tell candidates to draw straight lines from each name to its person – this will be much less confusing for them when they are checking their work during the second hearing of the recording. It doesn't matter if their lines cross over each other and cross other people in the picture as long as it is clear which person each line leads to.
- Make sure children understand that there is one extra name which they do not have to use. They should not assume that that

name is the name of the extra person in the picture and should only draw lines according to the instructions that they hear.

- Encourage candidates to read the names round the picture before they hear the recording so that they know which names they are listening for.

Part 2

- Make sure that learners 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 or pens to the test. Make sure that candidates are familiar with the names of the colours that they are expected to know at this level.
- 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. They should not colour anything else in the picture except the objects that they are told to colour.
- 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.

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. The pictures show either singular or plural objects.

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 factual or semi-factual 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 three pictures and questions	Write one-word answers to questions	5

Advice for teachers

Cambridge English: Young Learners tests aim to make taking a language test an enjoyable and motivating experience, allowing learners to see how they are making progress. Every attempt is made to ensure that the tests are stress-free and use engaging tasks relevant to the age group.

As is appropriate for young learners, *Starters* reading and writing tasks are supported by pictures. It is therefore useful to make plenty of use of pictures when preparing candidates for the test. Give candidates practice in matching words for lexical items to pictures. It is also helpful to practise matching sentences to pictures. You could, for example, ask learners to read texts which describe scenes and then to draw the picture according to the information in the text.

It is similarly useful to do 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.

Longer tasks are mainly based on simple stories. Give children as much opportunity as possible to read and enjoy stories at their level.

Test writers keep to the *Starters* word and structure lists when preparing tasks. Make sure children learn the vocabulary, grammar and structures in the *Starters* syllabus. In this way all the language that they see in the test will be known to them. Write difficult or less common words up on the classroom walls so that candidates become very familiar with them.

Vocabulary can be revised and reinforced in a way that children will find fun by using language puzzles and simple word games.

Children often lose marks because they do not write letters and/or words clearly enough. Remind candidates to check that what they have written is legible for 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 told to write only as much as they need to. Children often lose marks because they attempt long answers which provide more opportunities for making mistakes.

Children should be encouraged to spell correctly. Reinforce candidates' knowledge of common letter patterns in English – *ea, ck, ight, ou, er*, etc.

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 to prevent them being distracted by other things.

Parents can get more information in the parents' section on the Cambridge English website. This includes tips on how to support and extend their children's learning.

Teachers can find a range of materials, including lesson plans and sample papers, on the Cambridge English website.

Tips for preparing learners for the Starters Reading & Writing component

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

- 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

- Children should have practice in writing all the words in the *Starters* vocabulary list.
- Give children plenty of spelling exercises, using words from the list.
- Remind candidates that they must only use the letters provided when doing this part.
- Practise by doing anagram puzzles with children in class.

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 children 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/4 parts

The Speaking test is a face-to-face test with one examiner and one candidate. It lasts approximately 4 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 Vocabulary, Pronunciation and Interaction.

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.

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

Part 2

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

Part 3

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

Part 4

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 and object cards	Point to correct part of the picture Place object cards on the scene picture as directed
2	Understanding and answering spoken questions	Scene picture	Answer questions with short answers including a response to one 'Tell me about ...' question
3	Understanding and answering spoken questions	Object cards	Answer questions with short answers
4	Understanding and responding to personal questions	No visual prompt	Answer questions with short answers

*Speaking scales and a glossary of terms can be found on page 50 and page 53

Advice for teachers

The aim of the *Starters* Speaking test is to make the experience an enjoyable and motivating one for young children. Candidates are required to follow simple instructions and to answer simple questions about a picture and about themselves. These are standard tasks in most English classes for young learners.

One way of making the test as stress-free as possible is that the child is first met by an usher who explains the format of the test in the child's first language before taking him or her into the test room to meet the examiner.

The standard format for the Speaking test is one child and one examiner.

The pictures and questions used in the test are all based on the vocabulary and structures in the *Starters* lists. This means that children who have been taught using the lists will be familiar with all the language they need in order to do well in the test.

The format of the test always follows the same pattern so that children who are well prepared will not receive any surprises in the test room.

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

Children create a good impression when they use 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.

Parents can get more information in the parents' section on the Cambridge English website. This includes tips on how to support and extend their children's learning.

Teachers can find lesson plans on the Cambridge English website as well as examples of the kind of pictures, instructions and questions children will be asked to respond to.

Tips for preparing learners for the Starters Speaking component

Part 1

- Children 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?
- 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!

Parts 2 and 3

- Candidates should 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)
- Practise with both large pictures showing scenes and single pictures showing one object or person.

Part 4

- In Part 4, 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/apartment big or small? Can you play table tennis? What's your favourite colour/animal/sport/food?*

Starters

grammar and structures list

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

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

	Examples
Would like + n or v	I would 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>alien n</i>	<i>animal n</i>	<i>armchair n</i>
<i>about prep</i>	<i>alphabet n</i>	<i>answer n + v</i>	<i>ask v</i>
<i>add v</i>	<i>an det</i>	<i>apartment (UK flat) n</i>	<i>at prep of place</i>
<i>afternoon n</i>	<i>and conj</i>	<i>apple n</i>	
<i>again adv</i>	<i>angry adj</i>	<i>arm n</i>	

B

<i>baby n</i>	<i>be v</i>	<i>bird n</i>	<i>bounce v</i>
<i>badminton n</i>	<i>beach n</i>	<i>birthday n</i>	<i>box n</i>
<i>bag n</i>	<i>bean n</i>	<i>black adj</i>	<i>boy n</i>
<i>ball n</i>	<i>bear n</i>	<i>blue adj</i>	<i>bread n</i>
<i>balloon n</i>	<i>beautiful adj</i>	<i>board n</i>	<i>breakfast n</i>
<i>banana n</i>	<i>bed n</i>	<i>board game n</i>	<i>brother n</i>
<i>baseball n</i>	<i>bedroom n</i>	<i>boat n</i>	<i>brown adj</i>
<i>baseball cap n</i>	<i>bee n</i>	<i>body n</i>	<i>burger n</i>
<i>basketball n</i>	<i>behind prep</i>	<i>book n</i>	<i>bus n</i>
<i>bat (as sports equipment) n</i>	<i>between prep</i>	<i>bookcase n</i>	<i>but conj</i>
<i>bath n</i>	<i>big adj</i>	<i>bookshop n</i>	<i>bye excl</i>
<i>bathroom n</i>	<i>bike n</i>	<i>boots n</i>	

C

<i>cake n</i>	<i>child/children n</i>	<i>close v</i>	<i>correct adj</i>
<i>camera n</i>	<i>chips (US fries) n</i>	<i>closed adj</i>	<i>count v</i>
<i>can v</i>	<i>chocolate n</i>	<i>clothes n</i>	<i>cousin n</i>
<i>candy (UK sweet(s)) n</i>	<i>choose v</i>	<i>coconut n</i>	<i>cow n</i>
<i>car n</i>	<i>clap v</i>	<i>colour (US color) n + v</i>	<i>crayon n</i>
<i>carrot n</i>	<i>class n</i>	<i>come v</i>	<i>crocodile n</i>
<i>cat n</i>	<i>classmate n</i>	<i>complete v</i>	<i>cross n + v</i>
<i>catch (e.g. a ball) v</i>	<i>classroom n</i>	<i>computer n</i>	<i>cupboard n</i>
<i>chair n</i>	<i>clean adj + v</i>	<i>cool adj</i>	
<i>chicken n</i>	<i>clock n</i>	<i>Cool! excl</i>	

D

<i>dad n</i>	<i>dirty adj</i>	<i>don't worry excl</i>	<i>dress n</i>
<i>day n</i>	<i>do v</i>	<i>door n</i>	<i>drink n + v</i>
<i>desk n</i>	<i>dog n</i>	<i>double adj</i>	<i>drive v</i>
<i>dining room n</i>	<i>doll n</i>	<i>draw v</i>	<i>duck n</i>
<i>dinner n</i>	<i>donkey n</i>	<i>drawing n</i>	

E

<i>ear n</i>	<i>elephant n</i>	<i>enjoy v</i>	<i>example n</i>
<i>eat v</i>	<i>end n</i>	<i>eraser (UK rubber) n</i>	<i>eye n</i>
<i>egg n</i>	<i>English adj + n</i>	<i>evening n</i>	

F

<i>face n</i>	<i>find v</i>	<i>fly v</i>	<i>fries (UK chips) n</i>
<i>family n</i>	<i>fish (s + pl) n</i>	<i>food n</i>	<i>frog n</i>
<i>fantastic adj</i>	<i>fishing n</i>	<i>foot/feet n</i>	<i>from prep</i>
<i>Fantastic! excl</i>	<i>flat (US apartment) n</i>	<i>football (US soccer) n</i>	<i>fruit n</i>
<i>father n</i>	<i>floor n</i>	<i>for prep</i>	<i>fun adj + n</i>
<i>favourite (US favorite) adj</i>	<i>flower n</i>	<i>friend n</i>	<i>funny adj</i>

G

game <i>n</i>	glasses <i>n</i>	goodbye <i>excl</i>	gray (UK grey) <i>adj</i>
garden <i>n</i>	go <i>v</i>	grandfather <i>n</i>	great <i>adj + excl</i>
get <i>v</i>	go to bed <i>v</i>	grandma <i>n</i>	green <i>adj</i>
giraffe <i>n</i>	go to sleep <i>v</i>	grandmother <i>n</i>	grey (US gray) <i>adj</i>
girl <i>n</i>	goat <i>n</i>	grandpa <i>n</i>	guitar <i>n</i>
give <i>v</i>	good <i>adj</i>	grape <i>n</i>	

H

hair <i>n</i>	he <i>pron</i>	him <i>pron</i>	Hooray! <i>excl</i>
hall <i>n</i>	head <i>n</i>	hippo <i>n</i>	horse <i>n</i>
hand <i>n</i>	helicopter <i>n</i>	his <i>poss adj + pron</i>	house <i>n</i>
handbag <i>n</i>	hello <i>excl</i>	hit <i>v</i>	how <i>int</i>
happy <i>adj</i>	her <i>poss adj + pron</i>	hobby <i>n</i>	how many <i>int</i>
hat <i>n</i>	here <i>adv</i>	hockey <i>n</i>	how old <i>int</i>
have <i>v</i>	hers <i>pron</i>	hold <i>v</i>	
have got <i>v</i>	Hi! <i>excl</i>	home <i>n + adv</i>	

I

I <i>pron</i>	in <i>prep of place + time</i>	it <i>pron</i>
ice cream <i>n</i>	in front of <i>prep</i>	its <i>poss adj + pron</i>

J

jacket <i>n</i>	jellyfish <i>n</i>	jump <i>v</i>
jeans <i>n</i>	juice <i>n</i>	

K

keyboard (computer) <i>n</i>	kid <i>n</i>	kite <i>n</i>	know <i>v</i>
kick <i>v</i>	kitchen <i>n</i>	kiwi <i>n</i>	

L

lamp <i>n</i>	letter (as in alphabet) <i>n</i>	lizard <i>n</i>	lots <i>adv + pron</i>
learn <i>v</i>	like <i>prep + v</i>	long <i>adj</i>	lots of <i>det</i>
leg <i>n</i>	lime <i>n</i>	look <i>v</i>	love <i>v</i>
lemon <i>n</i>	line <i>n</i>	look at <i>v</i>	lunch <i>n</i>
lemonade <i>n</i>	listen <i>v</i>	lorry (US truck) <i>n</i>	
lesson <i>n</i>	live <i>v</i>	a lot <i>adv + pron</i>	
let's <i>v</i>	living room <i>n</i>	a lot of <i>det</i>	

M

make <i>v</i>	meat <i>n</i>	monster <i>n</i>	Mr <i>title</i>
man/men <i>n</i>	meatballs <i>n</i>	morning <i>n</i>	Mrs <i>title</i>
mango <i>n</i>	milk <i>n</i>	mother <i>n</i>	mum <i>n</i>
many <i>det</i>	mine <i>pron</i>	motorbike <i>n</i>	music <i>n</i>
mat <i>n</i>	mirror <i>n</i>	mouse/mice <i>n</i>	my <i>poss adj</i>
me <i>pron</i>	Miss <i>title</i>	mouse (computer) <i>n</i>	
me too <i>dis</i>	monkey <i>n</i>	mouth <i>n</i>	

N

name <i>n</i>	nice <i>adj</i>	nose <i>n</i>	number <i>n</i>
new <i>adj</i>	night <i>n</i>	not <i>adv</i>	
next to <i>prep</i>	no <i>adv + det</i>	now <i>adv</i>	

O

of <i>prep</i>	old <i>adj</i>	open <i>adj + v</i>	ours <i>pron</i>
oh <i>dis</i>	on <i>prep of place</i>	or <i>conj</i>	
oh dear <i>excl</i>	one <i>det + pron</i>	orange <i>adj + n</i>	
OK <i>adj + dis</i>	onion <i>n</i>	our <i>poss adj</i>	

P			
page <i>n</i>	pear <i>n</i>	pick up <i>v</i>	please <i>dis</i>
paint <i>n + v</i>	pen <i>n</i>	picture <i>n</i>	point <i>v</i>
painting <i>n</i>	pencil <i>n</i>	pie <i>n</i>	polar bear <i>n</i>
paper <i>adj + n</i>	person/people <i>n</i>	pineapple <i>n</i>	poster <i>n</i>
pardon <i>int</i>	pet <i>n</i>	pink <i>adj</i>	potato <i>n</i>
park <i>n</i>	phone <i>n + v</i>	plane <i>n</i>	purple <i>adj</i>
part <i>n</i>	photo <i>n</i>	play <i>v</i>	put <i>v</i>
pea <i>n</i>	piano <i>n</i>	playground <i>n</i>	
Q			
question <i>n</i>			
R			
radio <i>n</i>	rice <i>n</i>	robot <i>n</i>	ruler <i>n</i>
read <i>v</i>	ride <i>v</i>	room <i>n</i>	run <i>v</i>
really <i>adv</i>	right <i>dis</i>	rubber (US eraser) <i>n</i>	
red <i>adj</i>	right (as in correct) <i>adj</i>	rug <i>n</i>	
S			
sad <i>adj</i>	ship <i>n</i>	skirt <i>n</i>	spider <i>n</i>
sand <i>n</i>	shirt <i>n</i>	sleep <i>v</i>	sport <i>n</i>
sausage <i>n</i>	shoe <i>n</i>	small <i>adj</i>	stand <i>v</i>
say <i>v</i>	shop (US store) <i>n</i>	smile <i>n + v</i>	start <i>v</i>
scary <i>adj</i>	short <i>adj</i>	snake <i>n</i>	stop <i>v</i>
school <i>n</i>	shorts <i>n</i>	so <i>dis</i>	store (UK shop) <i>n</i>
sea <i>n</i>	show <i>v</i>	soccer (UK football) <i>n</i>	story <i>n</i>
see <i>v</i>	silly <i>adj</i>	sock <i>n</i>	street <i>n</i>
See you! <i>excl</i>	sing <i>v</i>	sofa <i>n</i>	sun <i>n</i>
sentence <i>n</i>	sister <i>n</i>	some <i>det</i>	sweet(s) (US candy) <i>n</i>
she <i>pron</i>	sit <i>v</i>	song <i>n</i>	swim <i>v</i>
sheep (<i>s + pl</i>) <i>n</i>	skateboard <i>n</i>	sorry <i>adj + int</i>	
shell <i>n</i>	skateboarding <i>n</i>	spell <i>v</i>	
T			
table <i>n</i>	tennis racket <i>n</i>	they <i>pron</i>	toy <i>n</i>
table tennis <i>n</i>	thank you <i>dis</i>	thing <i>n</i>	train <i>n</i>
tablet <i>n</i>	thanks <i>dis</i>	this <i>det + pron</i>	tree <i>n</i>
tail <i>n</i>	that <i>det + pron</i>	those <i>det + pron</i>	trousers <i>n</i>
take a photo/picture <i>v</i>	the <i>det</i>	throw <i>v</i>	truck (UK lorry) <i>n</i>
talk <i>v</i>	their <i>poss adj</i>	tick <i>n + v</i>	try <i>n + v</i>
teacher <i>n</i>	theirs <i>pron</i>	tiger <i>n</i>	T-shirt <i>n</i>
teddy (bear) <i>n</i>	them <i>pron</i>	to <i>prep</i>	TV/television <i>n</i>
television/TV <i>n</i>	then <i>dis</i>	today <i>adv + n</i>	
tell <i>v</i>	there <i>adv</i>	tomato <i>n</i>	
tennis <i>n</i>	these <i>det + pron</i>	too <i>adv</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>	wave <i>v</i>	where <i>int</i>	with <i>prep</i>
wall <i>n</i>	we <i>pron</i>	which <i>int</i>	woman/women <i>n</i>
want <i>v</i>	wear <i>v</i>	white <i>adj</i>	word <i>n</i>
watch <i>n + v</i>	well <i>dis</i>	who <i>int</i>	would like <i>v</i>
water <i>n</i>	well done <i>dis</i>	whose <i>int</i>	wow! <i>excl</i>
watermelon <i>n</i>	what <i>int</i>	window <i>n</i>	write <i>v</i>

X

(No words at this level)

Yyear *n*yes *adv*young *adj*yours *pron*yellow *adj*you *pron*your *poss adj*

Zzebra *n*zoo *n*

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

Dan

Kim

Nick

Alice

Eva

Lucy

Pat

Ann/Anna

Grace

Mark

Sam

Ben

Hugo

Matt

Sue

Bill

Jill

May (as in girl's name)

Tom

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

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 3-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. Candidates listen to the dialogue and follow the instructions.

Summary of Movers 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 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 boxes under correct pictures	5
5	Listening for words, colours and specific information	Picture and dialogue	Carry out instructions to colour and write (Range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow)	5

Advice for teachers

The aim of the Cambridge English tests for young learners is to make language learning a motivating and enjoyable experience. We make every effort to ensure that *Movers* tests are fun for young children, accessible worldwide and a positive foundation for future language learning.

As is appropriate for the age group, the tests make full use of colourful and engaging pictures to check understanding. The tasks that children do in the test are similar to those used in young learners' classrooms all over the world. They also always follow the same format so that children can be shown exactly what to expect.

When preparing tasks, writers keep strictly to the grammatical syllabus and the vocabulary list so that children who have been carefully prepared will be familiar with all the language they hear or read on the day of their test.

The vocabulary to be tested was selected with young learners in mind and focuses on words with a particular interest for young children such as animals, toys, home, school and children's leisure activities. It is important to make sure that children are familiar with all the words on the *Movers* wordlist even if some of, say, the fruits on the list have more relevance to their own specific context than others.

Some of the vocabulary on the list may lose its relevance as the young learner becomes an adult; however, children doing a *Cambridge English: Young Learners* test are also learning lexical items that are important regardless of age – the words for numbers, days of the week and places in a town, for example. They will also focus on the key structures that will provide them with a firm foundation in the grammar of English.

The recordings use a range of adults and children speaking clearly in standard British and American English. Each of the five tasks in the recording is heard twice.

Parents can get more information in the parents' section on the Cambridge English website. This includes tips on how to support and extend their children's learning.

Teachers can find a range of materials, including lesson plans and sample papers, on the Cambridge English website.

Tips for preparing learners for the Movers Listening component

Part 1

- Ensure that candidates realise that there is one extra name on 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

- Children often find this part of the *Movers* Listening test challenging. 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.
- One of the questions may involve them writing a word that is spelled for them, so carry on practising spelling in English. There is often – though not always – a question where the answer is a number, so make sure children are confident with numbers up to 100 in English.

Part 3

- Children have to match a picture from the right-hand page with one on the left-hand page. For example, they may have to match a picture to the person who took that picture or an activity to the place where someone did that activity. Reading the introductory question above the pictures on the left-hand page before listening to the recording will help children to understand what the specific task is about.
- Make sure children realise that they will not hear information about the pictures in the order in which they appear on the page. Pictures on both the left and right-hand pages will be mentioned in random order.
- There are two extra pictures on the right-hand page. These pictures will be referred to in the dialogues but do not answer the question. It is important, therefore, to listen and understand the whole of the dialogue rather than just identifying individual words.

Part 4

- Make sure that candidates appreciate 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 understand that they do not only have to colour at *Movers* level; they will also have to write something for one of the questions in this part of the test. 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 under the desk*).

Movers

Reading & Writing

30 minutes/35 items

There are six parts. Each part begins with one or two examples. **Correct spelling is required in Parts 1-5 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 five definitions. Candidates copy the correct words next to the definitions.

Part 2

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

Part 3

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

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

Part 4

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.

Part 5

Candidates read a story and complete sentences about it, 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

Candidates complete sentences, answer questions and write full sentences about a picture.

Summary of Movers Reading & Writing test

Parts	Main skill focus	Input	Expected response	Number of questions
1	Reading short definitions and matching to words Writing words	Labelled pictures and definitions	Copy correct words next to definitions	5
2	Reading a dialogue Choosing the correct responses	Short dialogue with multiple-choice responses	Choose correct response by circling a letter	6
3	Reading for specific information and gist Copying words	Gapped text, labelled pictures and one 3-option multiple choice	Choose and copy missing words correctly. Tick a box to choose the best title for the story	6
4	Reading and understanding a factual text Copying words	Gapped text and 3-option multiple choice	Complete text by selecting the correct words and copying them in the corresponding gaps	5
5	Reading a story Completing sentences	Story, pictures and gapped sentences	Complete sentences about story by writing one, two or three words	7
6	Completing sentences, responding to questions and writing sentences about a picture	Picture, sentence prompts and questions	Complete sentences, answer questions and write full sentences	6

Advice for teachers

Cambridge English: Young Learners tests aim to make taking a language test an enjoyable and motivating experience, allowing learners to see how they are making progress. Every attempt is made to ensure that the tests are stress-free and use engaging tasks relevant to the age group.

As is appropriate for young learners, *Movers* reading and writing tasks are supported by pictures. It is therefore useful to make plenty of use of pictures when preparing candidates for the test. Give candidates practice in matching lexical items to pictures. It is also helpful to practise matching sentences to pictures. You could, for example, ask learners to read texts which describe scenes and then to draw the picture according to the information in the text.

It is similarly useful to do 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.

Longer tasks are mainly based on simple stories. Give children as much opportunity as possible to read and enjoy stories at their level.

Test writers keep to the *Cambridge English: Young Learners* word and structure lists when preparing tasks. Make sure children learn the vocabulary, grammar and structures in the *Movers* and *Starters* syllabus. In this way all the language that they see in the test will be known to them. Write difficult or less common words up on the classroom walls so that candidates become very familiar with them.

Vocabulary can be revised and reinforced in a way that children will find fun by using language puzzles and simple word games.

Children often lose marks because they do not write letters and/or words clearly enough. Remind candidates to check that what they have written is legible for 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 told to write only as much as they need to. Children often lose marks because they attempt long answers which provide more opportunities for making mistakes.

Children should be encouraged to spell correctly. Reinforce candidates' knowledge of common letter patterns in English – *ea, ck, ight, ou, er*, etc.

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 to prevent them being distracted by other things.

Tips for preparing learners for the Movers Reading & Writing component

Part 1

- Give children practice in reading and writing definitions of items from the *Movers* and *Starters* 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

- 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 3

- 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 without looking at the options is also 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 4

- As with Part 3, children should practise choosing and forming the correct type of word (nouns, adjectives, verbs) to fit into sentences and texts.
- Show candidates that they do not need to think of a word for each gap themselves – they must just choose from the three options given. Remind them to be careful to check that they have chosen a word from the correct set of options.

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*). Children do not have 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 Movers Writing task

- Children should read each question in this task very carefully to make sure they understand exactly what they have to do.
- In Questions 1 and 2, candidates are asked to complete the sentences by writing a word or short phrase. In Questions 3, 4, 5 and 6 they are asked to produce longer chunks of text; phrases or sentences in Questions 3 and 4; and sentences in Questions 5 and 6.
- Children should try to write as carefully and clearly as possible.
- Children should write different sentences for Questions 5 and 6. Two identical or virtually identical sentences here will result in a maximum score of 1 (rather than 2) for Question 6.
- Children should check their answers carefully. If they want to make corrections, they should do so as neatly and clearly as they can.

A total of 10 marks are available for this part.

Question	Score
1 and 2	<ul style="list-style-type: none"> • Candidates can score a maximum of 1 mark for each of Questions 1 and 2. • 1 mark is awarded for a response that provides an accurate representation of the picture.
3-6	<ul style="list-style-type: none"> • Candidates can score a maximum of 2 marks for each of Questions 3-6. • 1 mark is available for a response which is comprehensible. • 1 mark is available for a response which is an accurate representation of the picture. • Candidates are expected to write two different sentences for Questions 5 and 6.



Sample answers

Question 1

Complete the sentence

One dolphin is *salting*.

Examiner comments 0 marks

This response scores zero since it is not understandable to the reader.

Question 2

Complete the sentence

Two dolphins *swimming*

Examiner comments 1 mark

This response scores 1 mark since it is an accurate and comprehensible reflection of what is shown in the picture, despite grammatical inaccuracy.

Question 3

What's the boy with the yellow hat doing?

Playing with the baby

Examiner comments 1 mark

This response is awarded 1 mark since it is comprehensible but it does not provide an accurate representation of the picture.

Question 4

What's the man in the brown jacket looking at?

The dolphins

Examiner comments 2 marks

This response is awarded 2 marks since it is both comprehensible and it accurately reflects what's happening in the picture.

Questions 5 and 6

Now write two sentences about the picture.

5. *The dog are playing with a ball.*

6. *The elephant is happy.*

Examiner comments 2 marks

Responses to Questions 5 and 6 would each be awarded a score of 2 marks since they are both comprehensible and true to the picture. The focus is on communicative success, and therefore grammatical errors, such as verb agreement, which do not impede communication (see response to Question 5), will not affect a candidate's score in *Movers Part 6*.

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 6 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 Vocabulary and Grammar, Pronunciation and Interaction.

Part 1

The examiner greets the candidate and asks the candidate for their name and age.

The examiner then demonstrates what is required and shows 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. They then ask the

candidate to describe the other three pictures. The title of the story and the name(s) of the main character(s) are shown on the story.

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 two pictures by using short responses	Two similar pictures	Identify four 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

*Speaking scales and a glossary of terms can be found on page 51 and page 53

Advice for teachers

The aim of the *Movers Speaking* test is to make the experience an enjoyable and motivating one for young children. Candidates are required to follow simple instructions and to answer simple questions about a picture and about themselves. These are standard tasks in most English classes for young learners.

One way of making the test as stress-free as possible is that the child is first met by an usher who explains the format of the test in the child's first language before taking him or her into the test room to meet the examiner.

The standard format for the Speaking test is one child and one examiner.

The pictures and questions used in the test are all based on the vocabulary and structures in the *Movers* and *Starters* lists. This means that children who have been taught using the lists will be familiar with all the language they need in order to do well in the test.

The format of the test always follows the same pattern so that children who are well prepared will not receive any surprises in the test room.

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

Children create a good impression when they use 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.

Parents can get more information in the parents' section on the Cambridge English website. This includes tips on how to support and extend their children's learning.

Teachers can find lesson plans on the Cambridge English website as well as examples of the kind of pictures, instructions and questions children will be asked to respond to.

Tips for preparing learners for the Movers Speaking component

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 acceptable. For example: *Here red and here yellow. This is boy and this is girl.*

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. 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, children 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 children 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. These children are sitting, but these children are dancing. 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.

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 .

	Examples
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>	all <i>adj + adv + det + pron</i>	any <i>det + pron</i>	aunt <i>n</i>
address <i>n</i>	all right <i>adj + adv</i>	app <i>n</i>	awake <i>adj</i>
afraid <i>adj</i>	along <i>prep</i>	around <i>prep</i>	
after <i>prep</i>	always <i>adv</i>	asleep <i>adj</i>	
age <i>n</i>	another <i>det + pron</i>	at <i>prep of time</i>	

B

back <i>adj + adv + n</i>	because <i>conj</i>	bottle <i>n</i>	building <i>n</i>
bad <i>adj</i>	before <i>prep</i>	bottom <i>adj + n</i>	bus station <i>n</i>
badly <i>adv</i>	below <i>prep</i>	bowl <i>n</i>	bus stop <i>n</i>
balcony <i>n</i>	best <i>adj + adv</i>	brave <i>adj</i>	busy <i>adj</i>
band (music) <i>n</i>	better <i>adj + adv</i>	break <i>n</i>	buy <i>v</i>
basement <i>n</i>	blanket <i>n</i>	brilliant <i>adj</i>	by <i>prep</i>
bat <i>n</i>	blond(e) <i>adj</i>	Brilliant! <i>excl</i>	
be called <i>v</i>	boring <i>adj</i>	bring <i>v</i>	
beard <i>n</i>	both <i>det + pron</i>	build <i>v</i>	

C

café <i>n</i>	change <i>v</i>	cloud <i>n</i>	cook <i>n</i>
cage <i>n</i>	cheese <i>n</i>	cloudy <i>adj</i>	cough <i>n</i>
call <i>v</i>	cinema <i>n</i>	clown <i>n</i>	could (as in past of can for ability) <i>v</i>
car park <i>n</i>	circle <i>n</i>	coat <i>n</i>	country <i>n</i>
careful <i>adj</i>	circus <i>n</i>	coffee <i>n</i>	countryside <i>n</i>
carefully <i>adv</i>	city <i>n</i>	cold <i>adj + n</i>	cry <i>v</i>
carry <i>v</i>	city/town centre (US center) <i>n</i>	come on! <i>excl</i>	cup <i>n</i>
catch (e.g. a bus) <i>v</i>	clever <i>adj</i>	comic <i>n</i>	curly <i>adj</i>
CD <i>n</i>	climb <i>v</i>	comic book <i>n</i>	
centre (US center) <i>n</i>		cook <i>v</i>	

D

dance <i>n + v</i>	different <i>adj</i>	downstairs <i>adv + n</i>	drop <i>v</i>
dangerous <i>adj</i>	difficult <i>adj</i>	dream <i>n + v</i>	dry <i>adj + v</i>
daughter <i>n</i>	doctor <i>n</i>	dress up <i>v</i>	DVD <i>n</i>
dentist <i>n</i>	dolphin <i>n</i>	drive <i>n</i>	
difference <i>n</i>	down <i>adv + prep</i>	driver <i>n</i>	

E

earache <i>n</i>	elevator (UK lift) <i>n</i>	everyone <i>pron</i>	excuse me <i>dis</i>
easy <i>adj</i>	email <i>n + v</i>	everything <i>pron</i>	
e-book <i>n</i>	every <i>det</i>	exciting <i>adj</i>	

F

fair <i>adj</i>	feed <i>v</i>	fish <i>v</i>	Friday <i>n</i>
fall <i>v</i>	field <i>n</i>	fix <i>v</i>	frightened <i>adj</i>
famous <i>adj</i>	film (US movie) <i>n + v</i>	floor (e.g. ground, 1st, etc.) <i>n</i>	funfair <i>n</i>
farm <i>n</i>	film (US movie) star <i>n</i>	fly <i>n</i>	
farmer <i>n</i>	fine <i>adj + excl</i>	forest <i>n</i>	
fat <i>adj</i>	first <i>adj + adv</i>		

G

get dressed <i>v</i>	get up <i>v</i>	granddaughter <i>n</i>	ground <i>n</i>
get off <i>v</i>	glass <i>n</i>	grandparent <i>n</i>	grow <i>v</i>
get on <i>v</i>	go shopping <i>v</i>	grandson <i>n</i>	grown-up <i>n</i>
get undressed <i>v</i>	goal <i>n</i>	grass <i>n</i>	

H

have (got) to <i>v</i>	holiday <i>n</i>	how <i>adv</i>	hungry <i>adj</i>
headache <i>n</i>	homework <i>n</i>	how much <i>adv + int</i>	hurt <i>v</i>
helmet <i>n</i>	hop <i>v</i>	how often <i>adv + int</i>	
help <i>v</i>	hospital <i>n</i>	huge <i>adj</i>	
hide <i>v</i>	hot <i>adj</i>	hundred <i>n</i>	

I

ice <i>n</i>	idea <i>n</i>	internet <i>n</i>	island <i>n</i>
ice skates <i>n</i>	ill <i>adj</i>	into <i>prep</i>	
ice skating <i>n</i>	inside <i>adv + n + prep</i>	invite <i>v</i>	

J

jungle *n*

K

kangaroo <i>n</i>	kick <i>n</i>	kind <i>n</i>	kitten <i>n</i>
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L

lake <i>n</i>	leaf/leaves <i>n</i>	little <i>adj</i>	loudly <i>adv</i>
laptop <i>n</i>	library <i>n</i>	look for <i>v</i>	
last <i>adj + adv</i>	lift (US elevator) <i>n</i>	lose <i>v</i>	
laugh <i>n + v</i>	lion <i>n</i>	loud <i>adj</i>	

M

machine <i>n</i>	message <i>n</i>	moon <i>n</i>	move <i>v</i>
map <i>n</i>	milkshake <i>n</i>	more <i>adv + det + pron</i>	movie (UK film) <i>n</i>
market <i>n</i>	mistake <i>n</i>	most <i>adv + det + pron</i>	must <i>v</i>
matter <i>n</i>	model <i>n</i>	mountain <i>n</i>	
mean <i>v</i>	Monday <i>n</i>	moustache <i>n</i>	

N

naughty <i>adj</i>	need <i>v</i>	noise <i>n</i>	nurse <i>n</i>
near <i>adv + prep</i>	net <i>n</i>	noodles <i>n</i>	
neck <i>n</i>	never <i>adv</i>	nothing <i>pron</i>	

O

o'clock <i>adv</i>	on <i>adv + prep of time</i>	out <i>adv</i>
off <i>adv + prep</i>	only <i>adv</i>	out of <i>prep</i>
often <i>adv</i>	opposite <i>prep</i>	outside <i>adv + n + prep</i>

P

pair <i>n</i>	pasta <i>n</i>	plate <i>n</i>	present <i>n</i>
pancake <i>n</i>	penguin <i>n</i>	player <i>n</i>	pretty <i>adj</i>
panda <i>n</i>	picnic <i>n</i>	pool <i>n</i>	puppy <i>n</i>
parent <i>n</i>	pirate <i>n</i>	pop star <i>n</i>	put on <i>v</i>
parrot <i>n</i>	place <i>n</i>	practice <i>n</i>	
party <i>n</i>	plant <i>n + v</i>	practise <i>v</i>	

Q

quick <i>adj</i>	quickly <i>adv</i>	quiet <i>adj</i>	quietly <i>adv</i>
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R

rabbit <i>n</i>	ride <i>n</i>	rock <i>n</i>	roof <i>n</i>
rain <i>n + v</i>	river <i>n</i>	roller skates <i>n</i>	round <i>adj + adv + prep</i>
rainbow <i>n</i>	road <i>n</i>	roller skating <i>n</i>	

S

safe <i>adj</i>	shark <i>n</i>	slowly <i>adv</i>	stomach <i>n</i>
sail <i>n + v</i>	shop <i>v</i>	snail <i>n</i>	stomach-ache <i>n</i>
salad <i>n</i>	shopping <i>n</i>	snow <i>n + v</i>	straight <i>adj</i>
sandwich <i>n</i>	shopping centre (US center) <i>n</i>	someone <i>pron</i>	strong <i>adj</i>
Saturday <i>n</i>	shoulder <i>n</i>	something <i>pron</i>	Sunday <i>n</i>
sauce <i>n</i>	shout <i>v</i>	sometimes <i>adv</i>	sunny <i>adj</i>
scarf <i>n</i>	shower <i>n</i>	son <i>n</i>	supermarket <i>n</i>
score <i>v</i>	sick <i>adj</i>	soup <i>n</i>	surprised <i>adj</i>
seat <i>n</i>	skate <i>n + v</i>	sports centre (US center) <i>n</i>	sweater <i>n</i>
second <i>adj + adv</i>	skip <i>v</i>	square <i>adj + n</i>	sweet <i>adj</i>
send <i>v</i>	sky <i>n</i>	stair(s) <i>n</i>	swim <i>n</i>
shall <i>v</i>	slow <i>adj</i>	star <i>n</i>	swimming pool <i>n</i>
shape <i>n</i>		station <i>n</i>	swimsuit <i>n</i>

T

take <i>v</i>	text <i>n + v</i>	ticket <i>n</i>	town <i>n</i>
take off (i.e. get undressed) <i>v</i>	than <i>conj + prep</i>	tired <i>adj</i>	town/city centre (US center) <i>n</i>
tall <i>adj</i>	then <i>adv</i>	tooth/teeth <i>n</i>	tractor <i>n</i>
tea <i>n</i>	thin <i>adj</i>	toothache <i>n</i>	travel <i>v</i>
teach <i>v</i>	think <i>v</i>	toothbrush <i>n</i>	treasure <i>n</i>
temperature <i>n</i>	third <i>adj + adv</i>	toothpaste <i>n</i>	trip <i>n</i>
terrible <i>adj</i>	thirsty <i>adj</i>	top <i>adv + n</i>	Tuesday <i>n</i>
	Thursday <i>n</i>	towel <i>n</i>	

U

uncle <i>n</i>	up <i>adv + prep</i>	upstairs <i>adv + n</i>
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V

vegetable <i>n</i>	video <i>n + v</i>	village <i>n</i>
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W

wait <i>v</i>	weather <i>n</i>	when <i>adv + conj + int</i>	world <i>n</i>
wake (up) <i>v</i>	website <i>n</i>	where <i>pron</i>	worse <i>adj + adv</i>
walk <i>n</i>	Wednesday <i>n</i>	which <i>pron</i>	worst <i>adj + adv</i>
wash <i>n + v</i>	week <i>n</i>	who <i>pron</i>	would <i>v</i>
water <i>v</i>	weekend <i>n</i>	why <i>int</i>	wrong <i>adj</i>
waterfall <i>n</i>	well <i>adj + adv</i>	wind <i>n</i>	
wave <i>n</i>	wet <i>adj</i>	windy <i>adj</i>	
weak <i>adj</i>	whale <i>n</i>	work <i>n + v</i>	

X

(No words at this level)

Y

yesterday *adv + n*

Z

(No words at this level)

Letters & Numbers

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

Names

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

Charlie	Jack	Lily	Sally
Clare	Jane	Mary	Vicky
Daisy	Jim	Paul	Zoe
Fred	Julia	Peter	

Flyers

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

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 3-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 and write two simple words. 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 boxes under correct pictures	5
5	Listening for words, colours and specific information	Picture and dialogue	Carry out instructions to colour and write (Range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow)	5

Advice for teachers

The aim of the Cambridge English tests for young learners is to make language learning a motivating and enjoyable experience. We make every effort to ensure that *Flyers* tests are fun for young children, accessible worldwide and a positive foundation for future language learning.

As is appropriate for the age group, the tests make full use of colourful and engaging pictures to check understanding. The tasks that children do in the test are similar to those used in young learners' classrooms all over the world. They also always follow the same format so that children can be shown exactly what to expect.

When preparing tasks, writers keep strictly to the grammatical syllabus and the vocabulary list so that children who have been carefully prepared will be familiar with all the language they hear or read on the day of their test.

The vocabulary to be tested was selected with young learners in mind and focuses on words with a particular interest for young children such as animals, toys, home, school and children's leisure activities. It is important to make sure that children are familiar with all the words on the *Flyers* wordlist even if some of, say, the fruits on the list have more relevance to their own specific context than others.

Some of the vocabulary on the list may lose its relevance as the young learner becomes an adult; however, children doing a *Cambridge English: Young Learners* test are also learning lexical items that are important regardless of age – the words for months, jobs and materials, for example. They will also focus on the key structures that will provide them with a firm foundation in the grammar of English.

The recordings use a range of adults and children speaking clearly in standard British and American English. Each of the five tasks in the recording is heard twice.

Parents can get more information in the parents' section on the Cambridge English website. This includes tips on how to support and extend their children's learning.

Teachers can find a range of materials, including lesson plans and sample papers, on the Cambridge English website.

Tips for preparing learners for the Flyers Listening component

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.
- 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.
- The language that candidates 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 note-taking 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. This 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 on the right-hand page which are not correct, as well as those that are. Candidates should therefore not assume that the first picture that is mentioned is the right answer.

Part 4

- This part of the test 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 be given 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 children know exactly what they have to do. In Part 5, they will have to write two words in the places they are told as well as to colour various objects. They will not be expected to colour particularly well. They simply have to show that they have understood the instructions correctly. This includes not doing anything that they are not asked to do. So make sure children know they should only colour what they are told to colour.
- For this task, children will need to demonstrate 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 explaining how two people or things differ from one another. Practice in handling this sort of descriptive language will therefore help candidates to deal 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/44 items

There are seven parts. Parts 1–6 begin with one or two examples. **Correct spelling is required in Parts 1–6 of the Reading & Writing test.**

Part 1

In this task there are 15 words and 10 definitions. The words are not illustrated. Candidates match words to the corresponding definition by writing the correct words.

Part 2

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–H. Candidates select the appropriate response in each case and write the letter in the gap. There are two responses which do not fit the dialogue.

Part 3

Candidates read a gapped text and look at words in a box above the text. They then copy the correct word in each of the five gaps. The missing words are nouns, adjectives and verbs (present and past tense).

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

Part 4

In this task candidates read a factual text which contains 10 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 5

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

Part 6

Candidates read a gapped text in the form of, for example, 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.

Part 7

Candidates write a short story based on three pictures.

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 and completing a continuous dialogue Writing letters	Half a dialogue with responses in a box	Select correct response and write A–H in gap	5
3	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
4	Reading and understanding a factual text Copying words	Gapped text and 3-option multiple choice	Complete text by selecting the correct words and copying them in the corresponding gaps	10
5	Reading a story Completing sentences	Story, picture and gapped sentences	Complete sentences about story by writing one, two, three or four words	7
6	Reading and understanding a short text (e.g. page from diary or letter) Producing words	Gapped text	Write words in gaps No answer options given	5
7	Writing	Three pictures	Candidates write a short story based on three pictures	1

Advice for teachers

Cambridge English: Young Learners tests aim to make taking a language test an enjoyable and motivating experience, allowing learners to see how they are making progress. Every attempt is made to ensure that the tests are stress-free and use engaging tasks relevant to the age group.

As is appropriate for young learners, *Flyers* reading and writing tasks are supported by pictures. It is therefore useful to make plenty of use of pictures when preparing candidates for the test. Give candidates practice in matching lexical items to pictures.

It is similarly useful to do 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.

Longer tasks are mainly based on stories. Give children as much opportunity as possible to read and enjoy stories at their level.

Test writers keep to the *Flyers* word and structure lists when preparing tasks. Make sure children learn the vocabulary, grammar and structures for all three levels of the *Cambridge English: Young Learners* syllabus. In this way all the language that they see in the test will be known to them. Write difficult or less common words up on the classroom walls so that candidates become very familiar with them. Occasionally there may be words in texts which do not appear on the wordlist, but these will be glossed and are never tested.

Vocabulary can be revised and reinforced in a way that children will find fun by using language puzzles and simple word games.

Children often lose marks because they do not write letters and/or words clearly enough. Remind candidates to check that what they have written is legible for 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 told to write only as much as they need to. Children often lose marks because they attempt long answers which provide more opportunities for making mistakes.

Children should be encouraged to spell correctly. Reinforce candidates' knowledge of common letter patterns in English – *ea, ck, ight, ou, er*, etc.

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

Tips for preparing learners for the Flyers Reading & Writing component

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 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 3

- 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 before looking at the options is extremely useful. Candidates can then confirm their guesses by seeing, and choosing from, the options provided.
- 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.
- Make sure candidates realise that they must copy the options they choose correctly.

Part 4

- As with Part 3 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 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.

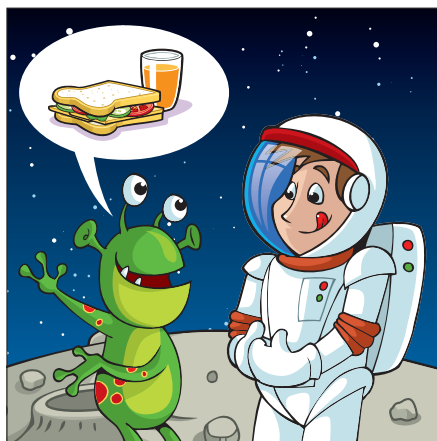
Part 6

- Give candidates plenty of practice in using common collocations such as *ask a question, do some homework*, etc.
- Most learners find it helpful to read the whole text to get a sense of what it is about before attempting to write anything in the gaps.
- As with all gap-fill tasks, candidates should practise choosing words which fit the surrounding text both lexically and grammatically. 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 to check their answers.

Part 7 Flyers Writing task

- Children have to write a story based on three pictures. They should write between 20 and 30 words and should be discouraged from writing more, as writing more means they are more likely to make language mistakes.
- Children should spend time looking at the pictures first in order to understand the story. They should then write one or two sentences about each picture and consider how they can connect the events happening in picture 1 to those happening in pictures 2 and 3.
- Children can write their stories using past tenses. For example, *A boy and a girl got on a train. They each carried a big rucksack*. Alternatively, they can use present continuous forms as if they are describing the picture. For example, *A boy and a girl are getting on a train. They are each carrying a big rucksack*.
- Tell children to check their sentences carefully after they have written them. If they want to make corrections, they should do so as neatly as possible.
- A total of 5 marks are available for this part.

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



Marks	
5	<ul style="list-style-type: none"> Response describes a progression of events which are explicitly connected to each other and Response is based on all three pictures and Minimal effort is required on the part of the reader to make sense of the response
4	<ul style="list-style-type: none"> Response describes a progression of events, some of which are explicitly connected to each other and Response is based on all three pictures and Some effort is required on the part of the reader to make sense of the response
3	<ul style="list-style-type: none"> Response describes a progression of events and response addresses at least one of the pictures <p>OR</p> <ul style="list-style-type: none"> Response describes a progression of events and addresses all three pictures but imposes a significant strain on the reader, who may be required to read it more than once in order to make sense of it
2	<ul style="list-style-type: none"> Response includes at least one phrase that is clearly comprehensible
1	<ul style="list-style-type: none"> Response includes some English words discernible by the reader
0	<ul style="list-style-type: none"> Question unattempted or totally incomprehensible response

Sample answers

Candidate A (beach images)

in Jack is go to in is Jack is father go ball is and doll and shaker Haper stay words in is and china Jack is ball is backfast

Examiner comments 1 mark

The response includes some English words that the reader is able to understand.

Candidate B (space images)

Once upon a time in the space une astronaut come to the Equestria planet and one

Examiner comments 2 marks

The candidate has produced phrases that are comprehensible to the reader (*once upon a time; une astronaut come to the Equestria planet*). However, without having demonstrated an ability to communicate a progression of events, he/she cannot score higher than 2 marks.

Candidate C (beach images)

One day a girly and a boy on the beath play ball. A white whale in the sea. girly and boy it very happy. But the ball throw in the sea, but the white whule

Examiner comments 3 marks

This response successfully describes a progression of events and includes some phrases that are understandable to the reader, but it does not address all three pictures.

Candidate D (beach images)

One day Jack and Mary are play bell. Oh! no Jake take the bell into the sea. Great! a fish take the bell to the Mary!

Examiner comments 3 marks

This response successfully describes a progression of events, and it does address all three pictures, but it imposes a significant strain on the reader, who is likely to have to read the text more than once in order to make sense of it.

Candidate E (beach images)

There are children's. They playing voleyball but the boy kick the ball to dolphin but friendly dolphin kick the ball back.

Examiner comments 4 marks

This response successfully describes a progression of events, and addresses all three of the pictures despite requiring some effort on the part of the reader.

Candidate F (space images)

One day there was an astronaut who visited moon he meet an alien. The astronaut was very hungry so he asked the alien for food the alien agreed and he had food with the alien and lived happily ever after.

Examiner comments 5 marks

The candidate has described a progression of events and included all three pictures in their response. Minimal strain is imposed on the reader, who would be able to understand the text on first reading.

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 8 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 Vocabulary and Grammar, Pronunciation and Interaction.

Part 1

The examiner greets the candidate and asks for name, surname and age.

The examiner demonstrates what is required and shows 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. They then ask the candidate to describe the other four pictures. The title of the story and the name(s) of the main character(s) are shown on the story.

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

*Speaking scales and a glossary of terms can be found on page 52 and page 53

Advice for teachers

The aim of the *Flyers* Speaking test is to make the experience an enjoyable and motivating one for young children. Candidates are required to follow simple instructions and to answer simple questions about a picture and about themselves. These are standard tasks in most English classes for young learners.

One way of making the test as stress-free as possible is that the child is first met by an usher who explains the format of the test in the child's first language before taking him or her into the test room to meet the examiner.

The standard format for the Speaking test is one child and one examiner.

The pictures and questions used in the test are all based on the vocabulary and structures in the *Cambridge English: Young Learners* lists. This means that children who have been taught using the lists will be familiar with all the language they need in order to do well in the test.

The format of the test always follows the same pattern so that children who are well prepared will not receive any surprises in the test room.

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

Children create a good impression when they use 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.

Parents can get more information in the parents' section on the Cambridge English website. This includes tips on how to support and extend their children's learning.

Teachers can find lesson plans on the Cambridge English website as well as examples of the kind of pictures, instructions and questions children will be asked to respond to.

Tips for preparing learners for the Flyers Speaking component

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. 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, children 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

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 (for interrupted actions and background setting)	I was walking down the road when I saw her. It was a very cold day and snow was falling .
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?

	Examples
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 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. (for time)	agree <i>v</i>	ambulance <i>n</i>	artist <i>n</i>
across <i>prep</i>	air <i>n</i>	anyone <i>pron</i>	as <i>adv</i>
act <i>v</i>	airport <i>n</i>	anything <i>pron</i>	as ... as <i>adv</i>
actor <i>n</i>	alone <i>adj</i>	anywhere <i>adv</i>	astronaut <i>n</i>
actually <i>adv</i>	already <i>adv</i>	appear <i>v</i>	at the moment <i>adv</i>
adventure <i>n</i>	also <i>adv</i>	April <i>n</i>	August <i>n</i>
after <i>adv + conj</i>	amazing <i>adj</i>	arrive <i>v</i>	autumn (US fall) <i>n</i>
ago <i>adv</i>	Amazing! <i>excl</i>	art <i>n</i>	away <i>adv</i>

B

backpack (UK rucksack) <i>n</i>	belt <i>n</i>	bracelet <i>n</i>	businessman/woman <i>n</i>
bandage <i>n</i>	bicycle <i>n</i>	break <i>v</i>	butter <i>n</i>
bank <i>n</i>	bin <i>n</i>	bridge <i>n</i>	butterfly <i>n</i>
beetle <i>n</i>	biscuit (US cookie) <i>n</i>	broken <i>adj</i>	by myself <i>adv</i>
before <i>adv + conj</i>	bit <i>n</i>	brush <i>n + v</i>	by yourself <i>adv</i>
begin <i>v</i>	bored <i>adj</i>	burn <i>v</i>	
believe <i>v</i>	borrow <i>v</i>	business <i>n</i>	

C

calendar <i>n</i>	cereal <i>n</i>	collect <i>v</i>	corner <i>n</i>
camel <i>n</i>	channel <i>n</i>	college <i>n</i>	costume <i>n</i>
camp <i>v</i>	chat <i>v</i>	comb <i>n + v</i>	could (for possibility) <i>v</i>
card <i>n</i>	cheap <i>adj</i>	competition <i>n</i>	creature <i>n</i>
cartoon <i>n</i>	chemist('s) <i>n</i>	concert <i>n</i>	crown <i>n</i>
castle <i>n</i>	chess <i>n</i>	conversation <i>n</i>	cushion <i>n</i>
cave <i>n</i>	chopsticks <i>n</i>	cooker <i>n</i>	cut <i>v</i>
century <i>n</i>	club <i>n</i>	cookie (UK biscuit) <i>n</i>	cycle <i>v</i>

D

dark <i>adj</i>	decide <i>v</i>	design <i>n + v</i>	dinosaur <i>n</i>
date (as in time) <i>n</i>	deep <i>adj</i>	designer <i>n</i>	disappear <i>v</i>
dear (as in Dear Harry) <i>adj</i>	delicious <i>adj</i>	diary <i>n</i>	drum <i>n</i>
December <i>n</i>	desert <i>n</i>	dictionary <i>n</i>	during <i>prep</i>

E

each <i>det + pron</i>	empty <i>adj</i>	entrance <i>n</i>	exit <i>n</i>
eagle <i>n</i>	end <i>v</i>	envelope <i>n</i>	expensive <i>adj</i>
early <i>adj + adv</i>	engine <i>n</i>	environment <i>n</i>	explain <i>v</i>
Earth <i>n</i>	engineer <i>n</i>	ever <i>adv</i>	explore <i>v</i>
east <i>n</i>	enormous <i>adj</i>	everywhere <i>adv</i>	extinct <i>adj</i>
elbow <i>n</i>	enough <i>adj + pron</i>	excellent <i>adj + excl</i>	
else <i>adv</i>	enter (a competition) <i>v</i>	excited <i>adj</i>	

F			
factory <i>n</i>	a few <i>det</i>	fire station <i>n</i>	fork <i>n</i>
fall (UK autumn) <i>n</i>	file <i>n</i> (as in open and close a file)	flag <i>n</i>	fridge <i>n</i>
fall over <i>v</i>	find out <i>v</i>	flashlight (UK torch) <i>n</i>	friendly <i>adj</i>
far <i>adj + adv</i>	finger <i>n</i>	flour <i>n</i>	frightening <i>adj</i>
fast <i>adj + adv</i>	finish <i>v</i>	fog <i>n</i>	front <i>adj + n</i>
February <i>n</i>	fire <i>n</i>	foggy <i>adj</i>	full <i>adj</i>
feel <i>v</i>	fire engine (US fire truck) <i>n</i>	follow <i>v</i>	fur <i>n</i>
festival <i>n</i>	fire fighter <i>n</i>	for <i>prep of time</i>	furry <i>adj</i>
fetch <i>v</i>		forget <i>v</i>	future <i>n</i>
G			
gate <i>n</i>	glove <i>n</i>	gold <i>adj + n</i>	gym <i>n</i>
geography <i>n</i>	glue <i>n + v</i>	golf <i>n</i>	
get to <i>v</i>	Go away! <i>excl</i>	group <i>n</i>	
glass <i>adj</i>	go out <i>v</i>	guess <i>n + v</i>	
H			
half <i>adj + n</i>	heavy <i>adj</i>	honey <i>n</i>	how long <i>adv + int</i>
happen <i>v</i>	high <i>adj</i>	hope <i>v</i>	hurry <i>v</i>
hard <i>adj + adv</i>	hill <i>n</i>	horrible <i>adj</i>	husband <i>n</i>
hate <i>v</i>	history <i>n</i>	hotel <i>n</i>	
hear <i>v</i>	hole <i>n</i>	hour <i>n</i>	
I			
if <i>conj</i>	In a minute! <i>excl</i>	instrument <i>n</i>	invitation <i>n</i>
If you want! <i>excl</i>	information <i>n</i>	interested <i>adj</i>	
important <i>adj</i>	insect <i>n</i>	interesting <i>adj</i>	
improve <i>v</i>	instead <i>adv</i>	invent <i>v</i>	
J			
jam <i>n</i>	join (a club) <i>v</i>	July <i>n</i>	
January <i>n</i>	journalist <i>n</i>	June <i>n</i>	
job <i>n</i>	journey <i>n</i>	just <i>adv</i>	
K			
keep <i>v</i>	kilometre (US kilometer) <i>n</i>	king <i>n</i>	knife <i>n</i>
key <i>n</i>	kind <i>adj</i>	knee <i>n</i>	
L			
land <i>v</i>	leave <i>v</i>	lift <i>v</i>	lovely <i>adj</i>
language <i>n</i>	left (as in direction) <i>adj + n</i>	light <i>adj + n</i>	low <i>adj</i>
large <i>adj</i>	let <i>v</i>	a little <i>adv + det</i>	lucky <i>adj</i>
late <i>adj + adv</i>	letter (as in mail) <i>n</i>	London <i>n</i>	
later <i>adv</i>	lie (as in lie down) <i>v</i>	look after <i>v</i>	
lazy <i>adj</i>	lift (ride) <i>n</i>	look like <i>v</i>	
M			
magazine <i>n</i>	may <i>v</i>	midday <i>n</i>	mix <i>v</i>
make sure <i>v</i>	meal <i>n</i>	middle <i>n + adj</i>	money <i>n</i>
manager <i>n</i>	mechanic <i>n</i>	midnight <i>n</i>	month <i>n</i>
March <i>n</i>	medicine <i>n</i>	might <i>v</i>	motorway <i>n</i>
married <i>adj</i>	meet <i>v</i>	million <i>n</i>	much <i>adv + det + pron</i>
match (football) <i>n</i>	meeting <i>n</i>	mind <i>v</i>	museum <i>n</i>
maths (US math) <i>n</i>	member <i>n</i>	minute <i>n</i>	
May <i>n</i>	metal <i>adj + n</i>	missing <i>adj</i>	
N			
necklace <i>n</i>	newspaper <i>n</i>	noisy <i>adj</i>	November <i>n</i>
nest <i>n</i>	next <i>adj + adv</i>	no-one <i>pron</i>	nowhere <i>adv</i>
news <i>n</i>	No problem! <i>excl</i>	north <i>n</i>	

O

ocean <i>n</i>	of course <i>adv</i>	once <i>adv</i>	oven <i>n</i>
October <i>n</i>	office <i>n</i>	online <i>adj</i>	over <i>adv + prep</i>
octopus <i>n</i>	olives <i>n</i>	other <i>det + pron</i>	

P

p.m. (for time)	pilot <i>n</i>	pond <i>n</i>	prize <i>n</i>
pajamas (UK pyjamas) <i>n</i>	pizza <i>n</i>	poor <i>adj</i>	problem <i>n</i>
passenger <i>n</i>	planet <i>n</i>	pop music <i>n</i>	programme (US program) <i>n</i>
past <i>n + prep</i>	plastic <i>adj + n</i>	popular <i>adj</i>	project <i>n</i>
path <i>n</i>	platform <i>n</i>	post <i>v</i>	pull <i>v</i>
pepper <i>n</i>	pleased <i>adj</i>	post office <i>n</i>	push <i>v</i>
perhaps <i>adv</i>	pocket <i>n</i>	postcard <i>n</i>	puzzle <i>n</i>
photographer <i>n</i>	police officer <i>n</i>	prefer <i>v</i>	pyjamas (US pajamas) <i>n</i>
piece <i>n</i>	police station <i>n</i>	prepare <i>v</i>	pyramid <i>n</i>

Q

quarter <i>n</i>	queen <i>n</i>	quite <i>adv</i>	quiz <i>n</i>
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R

race <i>n + v</i>	remember <i>v</i>	rich <i>adj</i>	rock music <i>n</i>
racing (car; bike) <i>adj</i>	repair <i>v</i>	right <i>adj</i>	rocket <i>n</i>
railway <i>n</i>	repeat <i>v</i>	right (as in direction) <i>n</i>	rucksack (US backpack) <i>n</i>
ready <i>adj</i>	restaurant <i>n</i>	ring <i>n</i>	

S

salt <i>n</i>	ski <i>n + v</i>	spaceship <i>n</i>	strawberry <i>n</i>
same <i>adj</i>	skyscraper <i>n</i>	speak <i>v</i>	stream <i>n</i>
save <i>v</i>	sledge <i>n + v</i>	special <i>adj</i>	stripe <i>n</i>
science <i>n</i>	smell <i>n + v</i>	spend <i>v</i>	striped <i>adj</i>
scissors <i>n</i>	snack <i>n</i>	spoon <i>n</i>	student <i>n</i>
score <i>n</i>	snowball <i>n</i>	spot <i>n</i>	study <i>v</i>
screen <i>n</i>	snowboard <i>n</i>	spotted <i>adj</i>	subject <i>n</i>
search <i>n + v</i>	snowboarding <i>n</i>	spring <i>n</i>	such <i>det</i>
secret <i>n</i>	snowman <i>n</i>	stadium <i>n</i>	suddenly <i>adv</i>
sell <i>v</i>	so <i>adv + conj</i>	stage (theatre) <i>n</i>	sugar <i>n</i>
September <i>n</i>	soap <i>n</i>	stamp <i>n</i>	suitcase <i>n</i>
several <i>adj</i>	soft <i>adj</i>	stay <i>v</i>	summer <i>n</i>
shampoo <i>n</i>	somewhere <i>adv</i>	step <i>n</i>	sunglasses <i>n</i>
shelf <i>n</i>	soon <i>adv</i>	still <i>adv</i>	sure <i>adj</i>
should <i>v</i>	sore <i>adj</i>	stone <i>n</i>	surname <i>n</i>
silver <i>adj + n</i>	sound <i>n + v</i>	storm <i>n</i>	surprise <i>n</i>
since <i>prep</i>	south <i>n</i>	straight on <i>adv</i>	swan <i>n</i>
singer <i>n</i>	space <i>n</i>	strange <i>adj</i>	swing <i>n + v</i>

T

take (as in time e.g. it takes 20 minutes) <i>v</i>	thank <i>v</i>	together <i>adv</i>	trainers <i>n</i>
taste <i>n + v</i>	theatre (US theater) <i>n</i>	tomorrow <i>adv + n</i>	tune <i>n</i>
taxi <i>n</i>	thousand <i>n</i>	tonight <i>adv + n</i>	turn <i>v</i>
team <i>n</i>	through <i>prep</i>	torch (US flashlight) <i>n</i>	turn off <i>v</i>
telephone <i>n</i>	tidy <i>adj + v</i>	tortoise <i>n</i>	turn on <i>v</i>
tent <i>n</i>	time <i>n</i>	touch <i>v</i>	tyre (US tire) <i>n</i>
	timetable <i>n</i>	tour <i>n</i>	
	toe <i>n</i>	traffic <i>n</i>	

U

umbrella <i>n</i>	uniform <i>n</i>	untidy <i>adj</i>	use <i>v</i>
unfriendly <i>adj</i>	university <i>n</i>	until <i>prep</i>	usually <i>adv</i>
unhappy <i>adj</i>	unkind <i>adj</i>	unusual <i>adj</i>	

V

view <i>n</i>	visit <i>v</i>
violin <i>n</i>	volleyball <i>n</i>

W

waiter <i>n</i>	whisper <i>v</i>	win <i>n</i>	wonderful <i>adj</i>
warm <i>adj</i>	whistle <i>v</i>	wing <i>n</i>	wood <i>n</i>
way <i>n</i>	wife <i>n</i>	winner <i>n</i>	wool <i>n</i>
west <i>n</i>	wifi <i>n</i>	winter <i>n</i>	worried <i>adj</i>
wheel <i>n</i>	wild <i>adj</i>	wish <i>n + v</i>	
while <i>conj</i>	will <i>v</i>	without <i>prep</i>	

Xx-ray *n*

Yyet *adv*yoghurt *n*you're welcome *excl*

Zzero *n*

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:

Betty
David
Emma
Frank

George
Harry
Helen
Holly

Katy
Michael
Oliver
Richard

Robert
Sarah
Sophia
William

Assessment

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge English Language Assessment for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed

by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test the candidate is assessed by one examiner using the assessment criteria. The assessment for all levels is based on three criteria, each with a six-point scale (0 to 5) which is defined in terms of candidate behaviour. The scale descriptors are reproduced for *Starters*, *Movers* and *Flyers* below.

Starters (Pre A1 level)

	Vocabulary Range Control Extent	Pronunciation Individual sounds Word stress	Interaction Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> Uses the vocabulary required to deal with all test tasks. Produces simple utterances but makes occasional mistakes. Generally responds at word or phrase level but may also produce some longer utterances. 	<ul style="list-style-type: none"> Generally intelligible, although some sounds may be unclear. Has limited control of word stress. 	<ul style="list-style-type: none"> Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. Is able to ask for support if required. Often responds promptly, although there may be hesitation.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> Uses the vocabulary required to deal with most test tasks. Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. Generally responds at word level but may also produce phrases. 	<ul style="list-style-type: none"> Sometimes intelligible. 	<ul style="list-style-type: none"> Responds to instructions, questions and visual prompts, although frequent support may be required. May attempt to ask for support if required. There is hesitation and responses may be delayed or halting.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> Has the vocabulary required to attempt some test tasks. May attempt a few simple utterances but basic mistakes and lack of language prevent communication. Responds only at single word level, or does not respond. 	<ul style="list-style-type: none"> Attempts to produce the sounds of the language but is often difficult to understand. 	<ul style="list-style-type: none"> Requires support throughout and often may not respond to instructions, questions and visual prompts. Hesitation requires a great deal of patience of a listener.
0	Performance does not satisfy the Band 1 descriptor.		

Movers (A1 level)

	Vocabulary and grammar Range Control Extent Cohesion	Pronunciation Individual sounds Stress Intonation	Interaction Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with all test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. <i>and, but, then, when</i>). 	<ul style="list-style-type: none"> • Is mostly intelligible. • Has limited control of word stress and intonation. 	<ul style="list-style-type: none"> • Responds appropriately to instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with most test tasks. • Produces some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word or phrase level but may also produce some longer utterances. • Can join ideas with a few simple linkers (e.g. <i>and</i>). 	<ul style="list-style-type: none"> • Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress. 	<ul style="list-style-type: none"> • Responds appropriately to instructions, questions and visual prompts, although some support is required. • Is able to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> • Uses the vocabulary required to attempt some test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce phrases. • Can join words with simple linkers (e.g. <i>and</i>). 	<ul style="list-style-type: none"> • Sometimes may be difficult to understand. 	<ul style="list-style-type: none"> • Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor.		
Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.			

Flyers (A2 level)

	Vocabulary and grammar Range Control Extent Cohesion	Pronunciation Individual sounds Stress Intonation	Interaction Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> • Uses a range of vocabulary to deal with all test tasks. • Uses a range of simple structures and, although there are some mistakes, meaning is clear. • Responds at word, phrase or longer utterance level. • Can join ideas with a range of simple linkers (e.g. <i>and, but, when, then, because</i>). 	<ul style="list-style-type: none"> • Is mostly intelligible. • Has some control of stress and intonation at both word and longer utterance levels. 	<ul style="list-style-type: none"> • Responds appropriately to all instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Responds promptly with only natural hesitation and pausing.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with most test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. <i>and, but, when, then</i>). 	<ul style="list-style-type: none"> • Is mostly intelligible. • Has limited control of word stress and intonation. 	<ul style="list-style-type: none"> • Responds appropriately to almost all instructions, questions and visual prompts, and little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with some test tasks. • Attempts some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word or phrase level but may also produce longer utterances. • Can join ideas with a few simple linkers (e.g. <i>and</i>). 	<ul style="list-style-type: none"> • Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress. 	<ul style="list-style-type: none"> • Responds appropriately to some instructions, questions and visual prompts with some support. • May attempt to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
0	Performance does not satisfy the Band 1 descriptor.		
Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.			

Cambridge English Speaking assessment

Glossary of Speaking Scales terms

1. Vocabulary and grammar

Range

refers to the degree to which candidates have the vocabulary to deal with the test tasks. As candidates progress from *Starters* to *Flyers* they will make increasing use of a greater variety of words and grammatical forms.

Control

refers to the degree to which candidates can (attempt to) use the simple structures which are in the syllabus for the three levels. Complete accuracy, even to score a 5 at *Flyers*, is not expected, but how far errors may or may not obscure meaning is considered.

Extent

refers to the length of a candidate's utterances. This ranges from mostly one-word responses at *Starters*, extending to short simple sentences at *Movers*, and slightly longer and slightly more complex sentence responses at the upper *Flyers* level.

Cohesion

refers to a candidate's ability to join ideas using simple linkers: starting with *and* at *Movers*, and rising to, for example, *then* and *because* at *Flyers*.

2. Pronunciation

Individual sounds

refers to the candidate's ability to pronounce vowels, diphthongs and consonants. Generally, the candidate should be intelligible to non-EFL/ESOL specialists even if the candidate has a strong or unfamiliar accent.

Stress

refers to the emphasis laid on a syllable or word. The limited sample of language required at *Starters* means that candidates only have a few opportunities to demonstrate control of a limited number of phonological features. For this reason, the *Starters* pronunciation descriptors only refer to intelligibility, although word stress is included as an aspect of this.

Intonation

refers to the way the voice rises and falls to convey the candidate's mood, or to support meaning. The aim is to give examiners an indication of the type of phonological features expected. In particular, some *Flyers* tasks require candidates to ask questions, which is why a reference to question intonation in the 3.0 and 5.0 descriptors is included in the scales. *Movers* 5.0 descriptors also include intonation, as candidates will be beginning to make use of this feature at this stage.

3. Interaction

Reception/Responding

refers to replying or reacting to what the examiner has said. The reception and responding scale is designed to assess the candidate's ability to understand the examiner and to respond appropriately.

Support required

refers to the degree of support from the examiner needed by the candidate at each level and for each band.

Fluency/Promptness

refers to aspects of interaction which are relevant and appropriate to the task, ranging between overall fluidity of expression and generally unable to sustain speech. The scales account for the fact that typical performances at all three levels are characterised by hesitation and pauses.

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

B

baby <i>n</i> S	be called <i>v</i> M	birthday <i>n</i> S	brave <i>adj</i> M
back <i>adj + adv + n</i> M	beach <i>n</i> S	black <i>adj</i> S	bread <i>n</i> S
bad <i>adj</i> M	bean <i>n</i> S	blanket <i>n</i> M	break <i>n</i> M
badly <i>adv</i> M	bear <i>n</i> S	blond(e) <i>adj</i> M	breakfast <i>n</i> S
badminton <i>n</i> S	beard <i>n</i> M	blue <i>adj</i> S	brilliant <i>adj</i> M
bag <i>n</i> S	beautiful <i>adj</i> S	board <i>n</i> S	Brilliant! <i>excl</i> M
balcony <i>n</i> M	because <i>conj</i> M	board game <i>n</i> S	bring <i>v</i> M
ball <i>n</i> S	bed <i>n</i> S	boat <i>n</i> S	brother <i>n</i> S
balloon <i>n</i> S	bedroom <i>n</i> S	body <i>n</i> S	brown <i>adj</i> S
banana <i>n</i> S	bee <i>n</i> S	book <i>n</i> S	build <i>v</i> M
band (music) <i>n</i> M	before <i>prep</i> M	bookcase <i>n</i> S	building <i>n</i> M
baseball <i>n</i> S	behind <i>prep</i> S	bookshop <i>n</i> S	burger <i>n</i> S
baseball cap <i>n</i> S	below <i>prep</i> M	boots <i>n</i> S	bus <i>n</i> S
basement <i>n</i> M	Ben <i>n</i> S	boring <i>adj</i> M	bus station <i>n</i> M
basketball <i>n</i> S	best <i>adj + adv</i> M	both <i>det + pron</i> M	bus stop <i>n</i> M
bat <i>n</i> M	better <i>adj + adv</i> M	bottle <i>n</i> M	busy <i>adj</i> M
bat (as sports equipment) <i>n</i> S	between <i>prep</i> S	bottom <i>adj + n</i> M	but <i>conj</i> S
bath <i>n</i> S	big <i>adj</i> S	bounce <i>v</i> S	buy <i>v</i> M
bathroom <i>n</i> S	bike <i>n</i> S	bowl <i>n</i> M	by <i>prep</i> M
be <i>v</i> S	Bill <i>n</i> S	box <i>n</i> S	bye <i>excl</i> S
	bird <i>n</i> S	boy <i>n</i> S	

C

café <i>n</i> M	CD <i>n</i> M	center) <i>n</i> M	coat <i>n</i> M
cage <i>n</i> M	centre (US center) <i>n</i> M	clap <i>v</i> S	coconut <i>n</i> S
cake <i>n</i> S	chair <i>n</i> S	Clare <i>n</i> M	coffee <i>n</i> M
call <i>v</i> M	change <i>v</i> M	class <i>n</i> S	cold <i>adj + n</i> M
camera <i>n</i> S	Charlie <i>n</i> M	classmate <i>n</i> S	colour (US color) <i>n + v</i> S
can <i>v</i> S	cheese <i>n</i> M	classroom <i>n</i> S	come <i>v</i> S
candy (UK sweet(s)) <i>n</i> S	chicken <i>n</i> S	clean <i>adj + v</i> S	come on! <i>excl</i> M
car <i>n</i> S	child/children <i>n</i> S	clever <i>adj</i> M	comic <i>n</i> M
car park <i>n</i> M	chips (US fries) <i>n</i> S	climb <i>v</i> M	comic book <i>n</i> M
careful <i>adj</i> M	chocolate <i>n</i> S	clock <i>n</i> S	complete <i>v</i> S
carefully <i>adv</i> M	choose <i>v</i> S	close <i>v</i> S	computer <i>n</i> S
carrot <i>n</i> S	cinema <i>n</i> M	closed <i>adj</i> S	cook <i>v</i> M
carry <i>v</i> M	circle <i>n</i> M	clothes <i>n</i> S	cook <i>n</i> M
cat <i>n</i> S	circus <i>n</i> M	cloud <i>n</i> M	cool <i>adj</i> S
catch (e.g. a ball) <i>v</i> S	city <i>n</i> M	cloudy <i>adj</i> M	Cool! <i>excl</i> S
catch (e.g. a bus) <i>v</i> M	city/town centre (US center) <i>n</i> M	clown <i>n</i> M	correct <i>adj</i> S

cough *n M*
 could (as in past of can for
 ability) *v M*
 count *v S*

country *n M*
 countryside *n M*
 cousin *n S*
 cow *n S*

crayon *n S*
 crocodile *n S*
 cross *n + v S*
 cry *v M*

cup *n M*
 cupboard *n S*
 curly *adj M*

D

dad *n S*
 Daisy *n M*
 Dan *n S*
 dance *n + v M*
 dangerous *adj M*
 daughter *n M*
 day *n S*
 dentist *n M*
 desk *n S*
 difference *n M*

different *adj M*
 difficult *adj M*
 dining room *n S*
 dinner *n S*
 dirty *adj S*
 do *v S*
 doctor *n M*
 dog *n S*
 doll *n S*
 dolphin *n M*

donkey *n S*
 don't worry *excl S*
 door *n S*
 double *adj S*
 down *adv + prep M*
 downstairs *adv + n M*
 draw *v S*
 drawing *n S*
 dream *n + v M*
 dress *n S*

dress up *v M*
 drink *n + v S*
 drive *v S*
 drive *n M*
 driver *n M*
 drop *v M*
 dry *adj + v M*
 duck *n S*
 DVD *n M*

E

ear *n S*
 earache *n M*
 easy *adj M*
 eat *v S*
 e-book *n M*
 egg *n S*

elephant *n S*
 elevator (UK lift) *n M*
 email *n + v M*
 end *n S*
 English *adj + n S*
 enjoy *v S*

eraser (UK rubber) *n S*
 Eva *n S*
 evening *n S*
 every *det M*
 everyone *pron M*
 everything *pron M*

example *n S*
 exciting *adj M*
 excuse me *dis M*
 eye *n S*

F

face *n S*
 fair *adj M*
 fall *v M*
 family *n S*
 famous *adj M*
 fantastic *adj S*
 Fantastic! *excl S*
 farm *n M*
 farmer *n M*
 fat *adj M*
 father *n S*
 favourite (US favorite) *adj S*

feed *v M*
 field *n M*
 film (US movie) *n + v M*
 film (US movie) star *n M*
 find *v S*
 fine *adj + excl M*
 first *adj + adv M*
 fish (*s + pl*) *n S*
 fish *v M*
 fishing *n S*
 fix *v M*
 flat (US apartment) *n S*

floor *n S*
 floor (e.g. ground, 1st, etc.)
n M
 flower *n S*
 fly *v S*
 fly *n M*
 food *n S*
 foot/feet *n S*
 football (US soccer) *n S*
 for *prep S*
 forest *n M*
 Fred *n M*

Friday *n M*
 friend *n S*
 fries (UK chips) *n S*
 frightened *adj M*
 frog *n S*
 from *prep S*
 fruit *n S*
 fun *adj + n S*
 funfair *n M*
 funny *adj S*

G

game *n S*
 garden *n S*
 get *v S*
 get dressed *v M*
 get off *v M*
 get on *v M*
 get undressed *v M*
 get up *v M*
 giraffe *n S*
 girl *n S*

give *v S*
 glass *n M*
 glasses *n S*
 go *v S*
 go shopping *v M*
 go to bed *v S*
 go to sleep *v S*
 goal *n M*
 goat *n S*
 good *adj S*

goodbye *excl S*
 Grace *n S*
 granddaughter *n M*
 grandfather *n S*
 grandma *n S*
 grandmother *n S*
 grandpa *n S*
 grandparent *n M*
 grandson *n M*
 grape *n S*

grass *n M*
 gray (UK grey) *adj S*
 great *adj + excl S*
 green *adj S*
 grey (US gray) *adj S*
 ground *n M*
 grow *v M*
 grown-up *n M*
 guitar *n S*

H

hair *n S*
 hall *n S*
 hand *n S*
 handbag *n S*
 happy *adj S*
 hat *n S*
 have *v S*
 have got *v S*
 have (got) to *v M*
 he *pron S*
 head *n S*
 headache *n M*

helicopter *n S*
 hello *excl S*
 helmet *n M*
 help *v M*
 her *poss adj + pron S*
 here *adv S*
 hers *pron S*
 Hi! *excl S*
 hide *v M*
 him *pron S*
 hippo *n S*
 his *poss adj + pron S*

hit *v S*
 hobby *n S*
 hockey *n S*
 hold *v S*
 holiday *n M*
 home *n + adv S*
 homework *n M*
 Hooray! *excl S*
 hop *v M*
 horse *n S*
 hospital *n M*
 hot *adj M*

house *n S*
 how *int S*
 how *adv M*
 how many *int S*
 how much *adv + int M*
 how often *adv + int M*
 how old *int S*
 huge *adj M*
 Hugo *n S*
 hundred *n M*
 hungry *adj M*
 hurt *v M*

I

I <i>pron S</i>	ice skating <i>n M</i>	in front of <i>prep S</i>	invite <i>v M</i>
ice <i>n M</i>	idea <i>n M</i>	inside <i>adv + n + prep M</i>	island <i>n M</i>
ice cream <i>n S</i>	ill <i>adj M</i>	internet <i>n M</i>	it <i>pron S</i>
ice skates <i>n M</i>	in <i>prep of place + time S</i>	into <i>prep M</i>	its <i>poss adj + pron S</i>

J

Jack <i>n M</i>	jeans <i>n S</i>	Jim <i>n M</i>	jump <i>v S</i>
jacket <i>n S</i>	jellyfish <i>n S</i>	juice <i>n S</i>	jungle <i>n M</i>
Jane <i>n M</i>	Jill <i>n S</i>	Julia <i>n M</i>	

K

kangaroo <i>n M</i>	kick <i>n M</i>	kind <i>n M</i>	kitten <i>n M</i>
keyboard (computer) <i>n S</i>	kid <i>n S</i>	kitchen <i>n S</i>	kiwi <i>n S</i>
kick <i>v S</i>	Kim <i>n S</i>	kite <i>n S</i>	know <i>v S</i>

L

lake <i>n M</i>	lesson <i>n S</i>	listen <i>v S</i>	lose <i>v M</i>
lamp <i>n S</i>	let's <i>v S</i>	little <i>adj M</i>	a lot <i>adv + pron S</i>
laptop <i>n M</i>	letter (as in alphabet) <i>n S</i>	live <i>v S</i>	a lot of <i>det S</i>
last <i>adj + adv M</i>	library <i>n M</i>	living room <i>n S</i>	lots <i>adv + pron S</i>
laugh <i>n + v M</i>	lift (US elevator) <i>n M</i>	lizard <i>n S</i>	lots of <i>det S</i>
leaf/leaves <i>n M</i>	like <i>prep + v S</i>	long <i>adj S</i>	loud <i>adj M</i>
learn <i>v S</i>	Lily <i>n M</i>	look <i>v S</i>	loudly <i>adv M</i>
leg <i>n S</i>	lime <i>n S</i>	look at <i>v S</i>	love <i>v S</i>
lemon <i>n S</i>	line <i>n S</i>	look for <i>v M</i>	Lucy <i>n S</i>
lemonade <i>n S</i>	lion <i>n M</i>	lorry (US truck) <i>n S</i>	lunch <i>n S</i>

M

machine <i>n M</i>	May (as in girl's name) <i>n S</i>	mistake <i>n M</i>	mouse/mice <i>n S</i>
make <i>v S</i>	me <i>pron S</i>	model <i>n M</i>	mouse (computer) <i>n S</i>
man/men <i>n S</i>	me too <i>dis S</i>	Monday <i>n M</i>	moustache <i>n M</i>
mango <i>n S</i>	mean <i>v M</i>	monkey <i>n S</i>	mouth <i>n S</i>
many <i>det S</i>	meat <i>n S</i>	monster <i>n S</i>	move <i>v M</i>
map <i>n M</i>	meatballs <i>n S</i>	moon <i>n M</i>	movie (UK film) <i>n M</i>
Mark <i>n S</i>	message <i>n M</i>	more <i>adv + det + pron M</i>	Mr <i>title S</i>
market <i>n M</i>	milk <i>n S</i>	morning <i>n S</i>	Mrs <i>title S</i>
Mary <i>n M</i>	milkshake <i>n M</i>	most <i>adv + det + pron M</i>	mum <i>n S</i>
mat <i>n S</i>	mine <i>pron S</i>	mother <i>n S</i>	music <i>n S</i>
Matt <i>n S</i>	mirror <i>n S</i>	motorbike <i>n S</i>	must <i>v M</i>
matter <i>n M</i>	Miss <i>title S</i>	mountain <i>n M</i>	my <i>poss adj S</i>

N

name <i>n S</i>	never <i>adv M</i>	no <i>adv + det S</i>	now <i>adv S</i>
naughty <i>adj M</i>	new <i>adj S</i>	noise <i>n M</i>	number <i>n S</i>
near <i>adv + prep M</i>	next to <i>prep S</i>	noodles <i>n M</i>	nurse <i>n M</i>
neck <i>n M</i>	nice <i>adj S</i>	nose <i>n S</i>	
need <i>v M</i>	Nick <i>n S</i>	not <i>adv S</i>	
net <i>n M</i>	night <i>n S</i>	nothing <i>pron M</i>	

O

o'clock <i>adv M</i>	OK <i>adj + dis S</i>	only <i>adv M</i>	ours <i>pron S</i>
of <i>prep S</i>	old <i>adj S</i>	open <i>adj + v S</i>	out <i>adv M</i>
off <i>adv + prep M</i>	on <i>prep of place S</i>	opposite <i>prep M</i>	out of <i>prep M</i>
often <i>adv M</i>	on <i>adv + prep of time M</i>	or <i>conj S</i>	outside <i>adv + n + prep M</i>
oh <i>dis S</i>	one <i>det + pron S</i>	orange <i>adj + n S</i>	
oh dear <i>excl S</i>	onion <i>n S</i>	our <i>poss adj S</i>	

P	<p>page <i>n S</i> paint <i>n + v S</i> painting <i>n S</i> pair <i>n M</i> pancake <i>n M</i> panda <i>n M</i> paper <i>adj + n S</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></p>	<p>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> penguin <i>n M</i> person/people <i>n S</i> pet <i>n S</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></p>	<p>picnic <i>n M</i> picture <i>n S</i> pie <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> plate <i>n M</i> play <i>v S</i> player <i>n M</i> playground <i>n S</i> please <i>dis S</i></p>	<p>point <i>v S</i> polar bear <i>n S</i> pool <i>n M</i> pop star <i>n M</i> poster <i>n S</i> potato <i>n S</i> practice <i>n M</i> practise <i>v M</i> present <i>n M</i> pretty <i>adj M</i> puppy <i>n M</i> purple <i>adj S</i> put <i>v S</i> put on <i>v M</i></p>
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Q	<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>
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R	<p>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> really <i>adv S</i> red <i>adj S</i></p>	<p>rice <i>n S</i> ride <i>v S</i> ride <i>n M</i> right <i>dis S</i> right (as in correct) <i>adj S</i> river <i>n M</i> road <i>n M</i></p>	<p>robot <i>n S</i> rock <i>n M</i> roller skates <i>n M</i> roller skating <i>n M</i> roof <i>n M</i> room <i>n S</i> round <i>adj + adv + prep M</i></p>	<p>rubber (US eraser) <i>n S</i> rug <i>n S</i> ruler <i>n S</i> run <i>v S</i></p>
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S	<p>sad <i>adj S</i> safe <i>adj M</i> sail <i>n + v M</i> salad <i>n M</i> Sally <i>n M</i> Sam <i>n S</i> sand <i>n S</i> sandwich <i>n M</i> Saturday <i>n M</i> sauce <i>n M</i> sausage <i>n S</i> say <i>v S</i> scarf <i>n M</i> scary <i>adj S</i> school <i>n S</i> score <i>v M</i> sea <i>n S</i> seat <i>n M</i> second <i>adj + adv M</i> see <i>v S</i> See you! <i>excl S</i> send <i>v M</i> sentence <i>n S</i> shall <i>v M</i> shape <i>n M</i> shark <i>n M</i> she <i>pron S</i></p>	<p>sheep (<i>s + pl</i>) <i>n S</i> shell <i>n S</i> ship <i>n S</i> shirt <i>n S</i> shoe <i>n S</i> shop (US store) <i>n S</i> shop <i>v M</i> shopping <i>n M</i> shopping centre (US center) <i>n M</i> short <i>adj S</i> shorts <i>n S</i> shoulder <i>n M</i> shout <i>v M</i> show <i>v S</i> shower <i>n M</i> sick <i>adj M</i> silly <i>adj S</i> sing <i>v S</i> sister <i>n S</i> sit <i>v S</i> skate <i>n + v M</i> skateboard <i>n S</i> skateboarding <i>n S</i> skip <i>v M</i> skirt <i>n S</i> sky <i>n M</i></p>	<p>sleep <i>v S</i> slow <i>adj M</i> slowly <i>adv M</i> small <i>adj S</i> smile <i>n + v S</i> snail <i>n M</i> snake <i>n S</i> snow <i>n + v M</i> so <i>dis S</i> soccer (UK football) <i>n S</i> sock <i>n S</i> sofa <i>n S</i> some <i>det S</i> someone <i>pron M</i> something <i>pron M</i> sometimes <i>adv M</i> son <i>n M</i> song <i>n S</i> sorry <i>adj + int S</i> soup <i>n M</i> spell <i>v S</i> spider <i>n S</i> sport <i>n S</i> sports centre (US center) <i>n M</i> square <i>adj + n M</i> stair(s) <i>n M</i></p>	<p>stand <i>v S</i> star <i>n M</i> start <i>v S</i> station <i>n M</i> stomach <i>n M</i> stomach-ache <i>n M</i> stop <i>v S</i> store (UK shop) <i>n S</i> story <i>n S</i> straight <i>adj M</i> street <i>n S</i> strong <i>adj M</i> Sue <i>n S</i> sun <i>n S</i> Sunday <i>n M</i> sunny <i>adj M</i> supermarket <i>n M</i> surprised <i>adj M</i> sweater <i>n M</i> sweet(s) (US candy) <i>n S</i> sweet <i>adj M</i> swim <i>v S</i> swim <i>n M</i> swimming pool <i>n M</i> swimsuit <i>n M</i></p>
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T

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

W

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

X

(No words at this level)

Y

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

Z

zebra <i>n S</i>
Zoe <i>n M</i>
zoo <i>n S</i>

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

<i>a</i> <i>det</i> S	agree <i>v</i> F	and <i>conj</i> S	arrive <i>v</i> F
a.m. (for time) F	air <i>n</i> F	angry <i>adj</i> S	art <i>n</i> F
about <i>prep</i> S	airport <i>n</i> F	animal <i>n</i> S	artist <i>n</i> F
above <i>prep</i> M	Alex <i>n</i> S	Ann/Anna <i>n</i> S	as <i>adv</i> F
across <i>prep</i> F	Alice <i>n</i> S	another <i>det + pron</i> M	as ... as <i>adv</i> F
act <i>v</i> F	alien <i>n</i> S	answer <i>n + v</i> S	ask <i>v</i> S
actor <i>n</i> F	all <i>adj + adv + det + pron</i> M	any <i>det + pron</i> M	asleep <i>adj</i> M
actually <i>adv</i> F	all right <i>adj + adv</i> M	anyone <i>pron</i> F	astronaut <i>n</i> F
add <i>v</i> S	alone <i>adj</i> F	anything <i>pron</i> F	at <i>prep of place</i> S
address <i>n</i> M	along <i>prep</i> M	anywhere <i>adv</i> F	at <i>prep of time</i> M
adventure <i>n</i> F	alphabet <i>n</i> S	apartment (UK flat) <i>n</i> S	at the moment <i>adv</i> F
afraid <i>adj</i> M	already <i>adv</i> F	app <i>n</i> M	August <i>n</i> F
after <i>prep</i> M	also <i>adv</i> F	appear <i>v</i> F	aunt <i>n</i> M
after <i>adv + conj</i> F	always <i>adv</i> M	apple <i>n</i> S	autumn (US fall) <i>n</i> F
afternoon <i>n</i> S	amazing <i>adj</i> F	April <i>n</i> F	awake <i>adj</i> M
again <i>adv</i> S	Amazing! <i>excl</i> F	arm <i>n</i> S	away <i>adv</i> F
age <i>n</i> M	ambulance <i>n</i> F	armchair <i>n</i> S	
ago <i>adv</i> F	an <i>det</i> S	around <i>prep</i> M	

B

baby <i>n</i> S	beard <i>n</i> M	black <i>adj</i> S	bridge <i>n</i> F
back <i>adj + adv + n</i> M	beautiful <i>adj</i> S	blanket <i>n</i> M	brilliant <i>adj</i> M
backpack (UK rucksack) <i>n</i> F	because <i>conj</i> M	blond(e) <i>adj</i> M	Brilliant! <i>excl</i> M
bad <i>adj</i> M	bed <i>n</i> S	blue <i>adj</i> S	bring <i>v</i> M
badly <i>adv</i> M	bedroom <i>n</i> S	board <i>n</i> S	broken <i>adj</i> F
badminton <i>n</i> S	bee <i>n</i> S	board game <i>n</i> S	brother <i>n</i> S
bag <i>n</i> S	beetle <i>n</i> F	boat <i>n</i> S	brown <i>adj</i> S
balcony <i>n</i> M	before <i>prep</i> M	body <i>n</i> S	brush <i>n + v</i> F
ball <i>n</i> S	before <i>adv + conj</i> F	book <i>n</i> S	build <i>v</i> M
balloon <i>n</i> S	begin <i>v</i> F	bookcase <i>n</i> S	building <i>n</i> M
banana <i>n</i> S	behind <i>prep</i> S	bookshop <i>n</i> S	burger <i>n</i> S
band (music) <i>n</i> M	believe <i>v</i> F	boots <i>n</i> S	burn <i>v</i> F
bandage <i>n</i> F	below <i>prep</i> M	bored <i>adj</i> F	bus <i>n</i> S
bank <i>n</i> F	belt <i>n</i> F	boring <i>adj</i> M	bus station <i>n</i> M
baseball <i>n</i> S	Ben <i>n</i> S	borrow <i>v</i> F	bus stop <i>n</i> M
baseball cap <i>n</i> S	best <i>adj + adv</i> M	both <i>det + pron</i> M	business <i>n</i> F
basement <i>n</i> M	better <i>adj + adv</i> M	bottle <i>n</i> M	businessman/woman <i>n</i> F
basketball <i>n</i> S	Betty <i>n</i> F	bottom <i>adj + n</i> M	busy <i>adj</i> M
bat <i>n</i> M	between <i>prep</i> S	bounce <i>v</i> S	but <i>conj</i> S
bat (as sports equipment)	bicycle <i>n</i> F	bowl <i>n</i> M	butter <i>n</i> F
<i>n</i> S	big <i>adj</i> S	box <i>n</i> S	butterfly <i>n</i> F
bath <i>n</i> S	bike <i>n</i> S	boy <i>n</i> S	buy <i>v</i> M
bathroom <i>n</i> S	Bill <i>n</i> S	bracelet <i>n</i> F	by <i>prep</i> M
be <i>v</i> S	bin <i>n</i> F	brave <i>adj</i> M	by myself <i>adv</i> F
be called <i>v</i> M	bird <i>n</i> S	bread <i>n</i> S	by yourself <i>adv</i> F
beach <i>n</i> S	birthday <i>n</i> S	break <i>n</i> M	bye <i>excl</i> S
bean <i>n</i> S	biscuit (US cookie) <i>n</i> F	break <i>v</i> F	
bear <i>n</i> S	bit <i>n</i> F	breakfast <i>n</i> S	

C

café <i>n M</i>	change <i>v M</i>	clock <i>n S</i>	cookie (UK biscuit) <i>n F</i>
cage <i>n M</i>	channel <i>n F</i>	close <i>v S</i>	cool <i>adj S</i>
cake <i>n S</i>	Charlie <i>n M</i>	closed <i>adj S</i>	Cool! <i>excl S</i>
calendar <i>n F</i>	chat <i>v F</i>	clothes <i>n S</i>	corner <i>n F</i>
call <i>v M</i>	cheap <i>adj F</i>	cloud <i>n M</i>	correct <i>adj S</i>
camel <i>n F</i>	cheese <i>n M</i>	cloudy <i>adj M</i>	costume <i>n F</i>
camera <i>n S</i>	chemist('s) <i>n F</i>	clown <i>n M</i>	cough <i>n M</i>
camp <i>v F</i>	chess <i>n F</i>	club <i>n F</i>	could (as in past of can for ability) <i>v M</i>
can <i>v S</i>	chicken <i>n S</i>	coat <i>n M</i>	could (for possibility) <i>v F</i>
candy (UK sweet(s)) <i>n S</i>	child/children <i>n S</i>	coconut <i>n S</i>	count <i>v S</i>
car <i>n S</i>	chips (US fries) <i>n S</i>	coffee <i>n M</i>	country <i>n M</i>
car park <i>n M</i>	chocolate <i>n S</i>	cold <i>adj + n M</i>	countryside <i>n M</i>
card <i>n F</i>	choose <i>v S</i>	collect <i>v F</i>	cousin <i>n S</i>
careful <i>adj M</i>	chopsticks <i>n F</i>	college <i>n F</i>	cow <i>n S</i>
carefully <i>adv M</i>	cinema <i>n M</i>	colour (US color) <i>n + v S</i>	crayon <i>n S</i>
carrot <i>n S</i>	circle <i>n M</i>	comb <i>n + v F</i>	creature <i>n F</i>
carry <i>v M</i>	circus <i>n M</i>	come <i>v S</i>	crocodile <i>n S</i>
cartoon <i>n F</i>	city <i>n M</i>	come on! <i>excl M</i>	cross <i>n + v S</i>
castle <i>n F</i>	city/town centre (US center) <i>n M</i>	comic <i>n M</i>	crown <i>n F</i>
cat <i>n S</i>	clap <i>v S</i>	comic book <i>n M</i>	cry <i>v M</i>
catch (e.g. a ball) <i>v S</i>	Clare <i>n M</i>	competition <i>n F</i>	cup <i>n M</i>
catch (e.g. a bus) <i>v M</i>	class <i>n S</i>	complete <i>v S</i>	cupboard <i>n S</i>
cave <i>n F</i>	classmate <i>n S</i>	computer <i>n S</i>	curly <i>adj M</i>
CD <i>n M</i>	classroom <i>n S</i>	concert <i>n F</i>	cushion <i>n F</i>
centre (US center) <i>n M</i>	clean <i>adj + v S</i>	conversation <i>n F</i>	cut <i>v F</i>
century <i>n F</i>	clever <i>adj M</i>	cook <i>v M</i>	cycle <i>v F</i>
cereal <i>n F</i>	climb <i>v M</i>	cook <i>n M</i>	
chair <i>n S</i>		cooker <i>n F</i>	

D

dad <i>n S</i>	delicious <i>adj F</i>	disappear <i>v F</i>	dress <i>n S</i>
Daisy <i>n M</i>	dentist <i>n M</i>	do <i>v S</i>	dress up <i>v M</i>
Dan <i>n S</i>	desert <i>n F</i>	doctor <i>n M</i>	drink <i>n + v S</i>
dance <i>n + v M</i>	design <i>n + v F</i>	dog <i>n S</i>	drive <i>v S</i>
dangerous <i>adj M</i>	designer <i>n F</i>	doll <i>n S</i>	drive <i>n M</i>
dark <i>adj F</i>	desk <i>n S</i>	dolphin <i>n M</i>	driver <i>n M</i>
date (as in time) <i>n F</i>	diary <i>n F</i>	donkey <i>n S</i>	drop <i>v M</i>
daughter <i>n M</i>	dictionary <i>n F</i>	don't worry <i>excl S</i>	drum <i>n F</i>
David <i>n F</i>	difference <i>n M</i>	door <i>n S</i>	dry <i>adj + v M</i>
day <i>n S</i>	different <i>adj M</i>	double <i>adj S</i>	duck <i>n S</i>
dear (as in Dear Harry) <i>adj F</i>	difficult <i>adj M</i>	down <i>adv + prep M</i>	during <i>prep F</i>
December <i>n F</i>	dining room <i>n S</i>	downstairs <i>adv + n M</i>	DVD <i>n M</i>
decide <i>v F</i>	dinner <i>n S</i>	draw <i>v S</i>	
deep <i>adj F</i>	dinosaur <i>n F</i>	drawing <i>n S</i>	
	dirty <i>adj S</i>	dream <i>n + v M</i>	

E

each <i>det + pron F</i>	elevator (UK lift) <i>n M</i>	enter (a competition) <i>v F</i>	excellent <i>adj + excl F</i>
eagle <i>n F</i>	else <i>adv F</i>	entrance <i>n F</i>	excited <i>adj F</i>
ear <i>n S</i>	email <i>n + v M</i>	envelope <i>n F</i>	exciting <i>adj M</i>
earache <i>n M</i>	Emma <i>n F</i>	environment <i>n F</i>	excuse me <i>dis M</i>
early <i>adj + adv F</i>	empty <i>adj F</i>	eraser (UK rubber) <i>n S</i>	exit <i>n F</i>
Earth <i>n F</i>	end <i>n S</i>	Eva <i>n S</i>	expensive <i>adj F</i>
east <i>n F</i>	end <i>v F</i>	evening <i>n S</i>	explain <i>v F</i>
easy <i>adj M</i>	engine <i>n F</i>	ever <i>adv F</i>	explore <i>v F</i>
eat <i>v S</i>	engineer <i>n F</i>	every <i>det M</i>	extinct <i>adj F</i>
e-book <i>n M</i>	English <i>adj + n S</i>	everyone <i>pron M</i>	eye <i>n S</i>
egg <i>n S</i>	enjoy <i>v S</i>	everything <i>pron M</i>	
elbow <i>n F</i>	enormous <i>adj F</i>	everywhere <i>adv F</i>	
elephant <i>n S</i>	enough <i>adj + pron F</i>	example <i>n S</i>	

F

face <i>n S</i>	a few <i>det F</i>	flag <i>n F</i>	Frank <i>n F</i>
factory <i>n F</i>	field <i>n M</i>	flashlight (UK torch) <i>n F</i>	Fred <i>n M</i>
fair <i>adj M</i>	file <i>n</i> (as in open and close a file)	flat (US apartment) <i>n S</i>	Friday <i>n M</i>
fall <i>v M</i>	film (US movie) <i>n + v M</i>	floor <i>n S</i>	fridge <i>n F</i>
fall (UK autumn) <i>n F</i>	film (US movie) star <i>n M</i>	floor (e.g. ground, 1st, etc.) <i>n M</i>	friend <i>n S</i>
fall over <i>v F</i>	find <i>v S</i>	flour <i>n F</i>	friendly <i>adj F</i>
family <i>n S</i>	find out <i>v F</i>	flower <i>n S</i>	fries (UK chips) <i>n S</i>
famous <i>adj M</i>	fine <i>adj + excl M</i>	fly <i>v S</i>	frightened <i>adj M</i>
Fantastic! <i>excl S</i>	finger <i>n F</i>	fly <i>n M</i>	frightening <i>adj F</i>
far <i>adj + adv F</i>	finish <i>v F</i>	fog <i>n F</i>	frog <i>n S</i>
farm <i>n M</i>	fire <i>n F</i>	foggy <i>adj F</i>	from <i>prep S</i>
farmer <i>n M</i>	fire engine (US fire truck) <i>n F</i>	follow <i>v F</i>	front <i>adj + n F</i>
fast <i>adj + adv F</i>	fire fighter <i>n F</i>	food <i>n S</i>	fruit <i>n S</i>
fat <i>adj M</i>	fire station <i>n F</i>	foot/feet <i>n S</i>	full <i>adj F</i>
father <i>n S</i>	first <i>adj + adv M</i>	football (US soccer) <i>n S</i>	fun <i>adj + n S</i>
favourite (US favorite) <i>adj S</i>	fish (<i>s + pl</i>) <i>n S</i>	for <i>prep S</i>	funfair <i>n M</i>
February <i>n F</i>	fish <i>v M</i>	for <i>prep of time F</i>	funny <i>adj S</i>
feed <i>v M</i>	fishing <i>n S</i>	forest <i>n M</i>	fur <i>n F</i>
feel <i>v F</i>	fix <i>v M</i>	forget <i>v F</i>	furry <i>adj F</i>
festival <i>n F</i>		fork <i>n F</i>	future <i>n F</i>
fetch <i>v F</i>			

G

game <i>n S</i>	give <i>v S</i>	gold <i>adj + n F</i>	gray (UK grey) <i>adj S</i>
garden <i>n S</i>	glass <i>adj F</i>	golf <i>n F</i>	great <i>adj + excl S</i>
gate <i>n F</i>	glass <i>n M</i>	good <i>adj S</i>	green <i>adj S</i>
geography <i>n F</i>	glasses <i>n S</i>	goodbye <i>excl S</i>	grey (US gray) <i>adj S</i>
George <i>n F</i>	glove <i>n F</i>	Grace <i>n S</i>	ground <i>n M</i>
get <i>v S</i>	glue <i>n + v F</i>	granddaughter <i>n M</i>	group <i>n F</i>
get dressed <i>v M</i>	go <i>v S</i>	grandfather <i>n S</i>	grow <i>v M</i>
get off <i>v M</i>	Go away! <i>excl F</i>	grandma <i>n S</i>	grown-up <i>n M</i>
get on <i>v M</i>	go out <i>v F</i>	grandmother <i>n S</i>	guess <i>n + v F</i>
get to <i>v F</i>	go shopping <i>v M</i>	grandpa <i>n S</i>	guitar <i>n S</i>
get undressed <i>v M</i>	go to bed <i>v S</i>	grandparent <i>n M</i>	gym <i>n F</i>
get up <i>v M</i>	go to sleep <i>v S</i>	grandson <i>n M</i>	
giraffe <i>n S</i>	goal <i>n M</i>	grape <i>n S</i>	
girl <i>n S</i>	goat <i>n S</i>	grass <i>n M</i>	

H

hair <i>n S</i>	heavy <i>adj F</i>	hobby <i>n S</i>	house <i>n S</i>
half <i>adj + n F</i>	Helen <i>n F</i>	hockey <i>n S</i>	how <i>int S</i>
hall <i>n S</i>	helicopter <i>n S</i>	hold <i>v S</i>	how <i>adv M</i>
hand <i>n S</i>	hello <i>excl S</i>	hole <i>n F</i>	how long <i>adv + int F</i>
handbag <i>n S</i>	helmet <i>n M</i>	holiday <i>n M</i>	how many <i>int S</i>
happen <i>v F</i>	help <i>v M</i>	Holly <i>n F</i>	how much <i>adv + int M</i>
happy <i>adj S</i>	her <i>poss adj + pron S</i>	home <i>n + adv S</i>	how often <i>adv + int M</i>
hard <i>adj + adv F</i>	here <i>adv S</i>	homework <i>n M</i>	how old <i>int S</i>
Harry <i>n F</i>	hers <i>pron S</i>	honey <i>n F</i>	huge <i>adj M</i>
hat <i>n S</i>	Hi! <i>excl S</i>	Hooray! <i>excl S</i>	Hugo <i>n S</i>
hate <i>v F</i>	hide <i>v M</i>	hop <i>v M</i>	hundred <i>n M</i>
have <i>v S</i>	high <i>adj F</i>	hope <i>v F</i>	hungry <i>adj M</i>
have got <i>v S</i>	hill <i>n F</i>	horrible <i>adj F</i>	hurry <i>v F</i>
have (got) to <i>v M</i>	him <i>pron S</i>	horse <i>n S</i>	hurt <i>v M</i>
he <i>pron S</i>	hippo <i>n S</i>	hospital <i>n M</i>	husband <i>n F</i>
head <i>n S</i>	his <i>poss adj + pron S</i>	hot <i>adj M</i>	
headache <i>n M</i>	history <i>n F</i>	hotel <i>n F</i>	
hear <i>v F</i>	hit <i>v S</i>	hour <i>n F</i>	

I

I <i>pron S</i>	ill <i>adj M</i>	inside <i>adv + n + prep M</i>	invitation <i>n F</i>
ice <i>n M</i>	important <i>adj F</i>	instead <i>adv F</i>	invite <i>v M</i>
ice cream <i>n S</i>	improve <i>v F</i>	instrument <i>n F</i>	island <i>n M</i>
ice skates <i>n M</i>	in <i>prep of place + time S</i>	interested <i>adj F</i>	it <i>pron S</i>
ice skating <i>n M</i>	In a minute! <i>excl F</i>	interesting <i>adj F</i>	its <i>poss adj + pron S</i>
idea <i>n M</i>	in front of <i>prep S</i>	internet <i>n M</i>	
if <i>conj F</i>	information <i>n F</i>	into <i>prep M</i>	
If you want! <i>excl F</i>	insect <i>n F</i>	invent <i>v F</i>	

J

Jack <i>n M</i>	jeans <i>n S</i>	join (a club) <i>v F</i>	July <i>n F</i>
jacket <i>n S</i>	jellyfish <i>n S</i>	journalist <i>n F</i>	jump <i>v S</i>
jam <i>n F</i>	Jill <i>n S</i>	journey <i>n F</i>	June <i>n F</i>
Jane <i>n M</i>	Jim <i>n M</i>	juice <i>n S</i>	jungle <i>n M</i>
January <i>n F</i>	job <i>n F</i>	Julia <i>n M</i>	just <i>adv F</i>

K

kangaroo <i>n M</i>	kick <i>n M</i>	kind <i>adj F</i>	knee <i>n F</i>
Katy <i>n F</i>	kid <i>n S</i>	king <i>n F</i>	knife <i>n F</i>
keep <i>v F</i>	kilometre (US kilometer)	kitchen <i>n S</i>	know <i>v S</i>
key <i>n F</i>	<i>n F</i>	kite <i>n S</i>	
keyboard (computer) <i>n S</i>	Kim <i>n S</i>	kitten <i>n M</i>	
kick <i>v S</i>	kind <i>n M</i>	kiwi <i>n S</i>	

L

lake <i>n M</i>	leg <i>n S</i>	lime <i>n S</i>	lorry (US truck) <i>n S</i>
lamp <i>n S</i>	lemon <i>n S</i>	line <i>n S</i>	lose <i>v M</i>
land <i>v F</i>	lemonade <i>n S</i>	lion <i>n M</i>	a lot <i>adv + pron S</i>
language <i>n F</i>	lesson <i>n S</i>	listen <i>v S</i>	a lot of <i>det S</i>
laptop <i>n M</i>	let <i>v F</i>	little <i>adj M</i>	lots <i>adv + pron S</i>
large <i>adj F</i>	let's <i>v S</i>	a little <i>adv + det F</i>	lots of <i>det S</i>
last <i>adj + adv M</i>	letter (as in alphabet) <i>n S</i>	live <i>v S</i>	loud <i>adj M</i>
late <i>adj + adv F</i>	letter (as in mail) <i>n F</i>	living room <i>n S</i>	loudly <i>adv M</i>
later <i>adv F</i>	library <i>n M</i>	lizard <i>n S</i>	love <i>v S</i>
laugh <i>n + v M</i>	lie (as in lie down) <i>v F</i>	London <i>n F</i>	lovely <i>adj F</i>
lazy <i>adj F</i>	lift (US elevator) <i>n M</i>	long <i>adj S</i>	low <i>adj F</i>
leaf/leaves <i>n M</i>	lift (ride) <i>n F</i>	look <i>v S</i>	lucky <i>adj F</i>
learn <i>v S</i>	lift <i>v F</i>	look after <i>v F</i>	Lucy <i>n S</i>
leave <i>v F</i>	light <i>adj + n F</i>	look at <i>v S</i>	lunch <i>n S</i>
left (as in direction) <i>adj + n F</i>	like <i>prep + v S</i>	look for <i>v M</i>	
	Lily <i>n M</i>	look like <i>v F</i>	

M

machine <i>n M</i>	Matt <i>n S</i>	metal <i>adj + n F</i>	model <i>n M</i>
magazine <i>n F</i>	matter <i>n M</i>	Michael <i>n F</i>	Monday <i>n M</i>
make <i>v S</i>	May (as in girl's name) <i>n S</i>	midday <i>n F</i>	money <i>n F</i>
make sure <i>v F</i>	May <i>n F</i>	middle <i>n + adj F</i>	monkey <i>n S</i>
man/men <i>n S</i>	may <i>v F</i>	midnight <i>n F</i>	monster <i>n S</i>
manager <i>n F</i>	me <i>pron S</i>	might <i>v F</i>	month <i>n F</i>
mango <i>n S</i>	me too <i>dis S</i>	milk <i>n S</i>	moon <i>n M</i>
many <i>det S</i>	meal <i>n F</i>	milkshake <i>n M</i>	more <i>adv + det + pron M</i>
map <i>n M</i>	mean <i>v M</i>	million <i>n F</i>	morning <i>n S</i>
March <i>n F</i>	meat <i>n S</i>	mind <i>v F</i>	most <i>adv + det + pron M</i>
Mark <i>n S</i>	meatballs <i>n S</i>	mine <i>pron S</i>	mother <i>n S</i>
market <i>n M</i>	mechanic <i>n F</i>	minute <i>n F</i>	motorbike <i>n S</i>
married <i>adj F</i>	medicine <i>n F</i>	mirror <i>n S</i>	motorway <i>n F</i>
Mary <i>n M</i>	meet <i>v F</i>	Miss <i>title S</i>	mountain <i>n M</i>
mat <i>n S</i>	meeting <i>n F</i>	missing <i>adj F</i>	mouse/mice <i>n S</i>
match (football) <i>n F</i>	member <i>n F</i>	mistake <i>n M</i>	mouse (computer) <i>n S</i>
maths (US math) <i>n F</i>	message <i>n M</i>	mix <i>v F</i>	moustache <i>n M</i>

mouth <i>n S</i>	Mr <i>title S</i>	mum <i>n S</i>	must <i>v M</i>
move <i>v M</i>	Mrs <i>title S</i>	museum <i>n F</i>	my <i>poss adj S</i>
movie (UK film) <i>n M</i>	much <i>adv + det + pron F</i>	music <i>n S</i>	

N

name <i>n S</i>	never <i>adv M</i>	night <i>n S</i>	nose <i>n S</i>
naughty <i>adj M</i>	new <i>adj S</i>	no <i>adv + det S</i>	not <i>adv S</i>
near <i>adv + prep M</i>	news <i>n F</i>	No problem! <i>excl F</i>	nothing <i>pron M</i>
neck <i>n M</i>	newspaper <i>n F</i>	noise <i>n M</i>	November <i>n F</i>
necklace <i>n F</i>	next <i>adj + adv F</i>	noisy <i>adj F</i>	now <i>adv S</i>
need <i>v M</i>	next to <i>prep S</i>	noodles <i>n M</i>	nowhere <i>adv F</i>
nest <i>n F</i>	nice <i>adj S</i>	no-one <i>pron F</i>	number <i>n S</i>
net <i>n M</i>	Nick <i>n S</i>	north <i>n F</i>	nurse <i>n M</i>

O

ocean <i>n F</i>	oh <i>dis S</i>	one <i>det + pron S</i>	our <i>poss adj S</i>
o'clock <i>adv M</i>	oh dear <i>excl S</i>	onion <i>n S</i>	ours <i>pron S</i>
October <i>n F</i>	OK <i>adj + dis S</i>	online <i>adj F</i>	out <i>adv M</i>
octopus <i>n F</i>	old <i>adj S</i>	only <i>adv M</i>	out of <i>prep M</i>
of <i>prep S</i>	Oliver <i>n F</i>	open <i>adj + v S</i>	outside <i>adv + n + prep M</i>
of course <i>adv F</i>	olives <i>n F</i>	opposite <i>prep M</i>	oven <i>n F</i>
off <i>adv + prep M</i>	on <i>prep of place S</i>	or <i>conj S</i>	over <i>adv + prep F</i>
office <i>n F</i>	on <i>adv + prep of time M</i>	orange <i>adj + n S</i>	
often <i>adv M</i>	once <i>adv F</i>	other <i>det + pron F</i>	

P

p.m. (for time) <i>F</i>	pencil <i>n S</i>	plant <i>n + v M</i>	potato <i>n S</i>
page <i>n S</i>	penguin <i>n M</i>	plastic <i>adj + n F</i>	practice <i>n M</i>
paint <i>n + v S</i>	pepper <i>n F</i>	plate <i>n M</i>	practise <i>v M</i>
painting <i>n S</i>	perhaps <i>adv F</i>	platform <i>n F</i>	prefer <i>v F</i>
pair <i>n M</i>	person/people <i>n S</i>	play <i>v S</i>	prepare <i>v F</i>
pajamas (UK pyjamas) <i>n F</i>	pet <i>n S</i>	player <i>n M</i>	present <i>n M</i>
pancake <i>n M</i>	Peter <i>n M</i>	playground <i>n S</i>	pretty <i>adj M</i>
panda <i>n M</i>	phone <i>n + v S</i>	please <i>dis S</i>	prize <i>n F</i>
paper <i>adj + n S</i>	photo <i>n S</i>	pleased <i>adj F</i>	problem <i>n F</i>
pardon <i>int S</i>	photographer <i>n F</i>	pocket <i>n F</i>	programme (US program) <i>n F</i>
parent <i>n M</i>	piano <i>n S</i>	point <i>v S</i>	project <i>n F</i>
park <i>n S</i>	pick up <i>v S</i>	polar bear <i>n S</i>	pull <i>v F</i>
parrot <i>n M</i>	picnic <i>n M</i>	police officer <i>n F</i>	puppy <i>n M</i>
part <i>n S</i>	picture <i>n S</i>	police station <i>n F</i>	purple <i>adj S</i>
party <i>n M</i>	pie <i>n S</i>	pond <i>n F</i>	push <i>v F</i>
passenger <i>n F</i>	piece <i>n F</i>	pool <i>n M</i>	put <i>v S</i>
past <i>n + prep F</i>	pilot <i>n F</i>	poor <i>adj F</i>	put on <i>v M</i>
pasta <i>n M</i>	pineapple <i>n S</i>	pop music <i>n F</i>	puzzle <i>n F</i>
Pat <i>n S</i>	pink <i>adj S</i>	pop star <i>n M</i>	pyjamas (US pajamas) <i>n F</i>
path <i>n F</i>	pirate <i>n M</i>	popular <i>adj F</i>	pyramid <i>n F</i>
Paul <i>n M</i>	pizza <i>n F</i>	post <i>v F</i>	
pea <i>n S</i>	place <i>n M</i>	post office <i>n F</i>	
pear <i>n S</i>	plane <i>n S</i>	postcard <i>n F</i>	
pen <i>n S</i>	planet <i>n F</i>	poster <i>n S</i>	

Q

quarter <i>n F</i>	quick <i>adj M</i>	quietly <i>adv M</i>
queen <i>n F</i>	quickly <i>adv M</i>	quite <i>adv F</i>
question <i>n S</i>	quiet <i>adj M</i>	quiz <i>n F</i>

R

rabbit <i>n M</i>	rainbow <i>n M</i>	repair <i>v F</i>	ride <i>v S</i>
race <i>n + v F</i>	read <i>v S</i>	repeat <i>v F</i>	ride <i>n M</i>
racing (Car; bike) <i>adj F</i>	ready <i>adj F</i>	restaurant <i>n F</i>	right <i>dis S</i>
radio <i>n S</i>	really <i>adv S</i>	rice <i>n S</i>	right <i>adj F</i>
railway <i>n F</i>	red <i>adj S</i>	rich <i>adj F</i>	right (as in direction) <i>n F</i>
rain <i>n + v M</i>	remember <i>v F</i>	Richard <i>n F</i>	right (as in correct) <i>adj S</i>

ring <i>n F</i>	rock <i>n M</i>	roof <i>n M</i>	rug <i>n S</i>
river <i>n M</i>	rock music <i>n F</i>	room <i>n S</i>	ruler <i>n S</i>
road <i>n M</i>	rocket <i>n F</i>	round <i>adj + adv + prep M</i>	run <i>v S</i>
Robert <i>n F</i>	roller skates <i>n M</i>	rubber (US eraser) <i>n S</i>	
robot <i>n S</i>	roller skating <i>n M</i>	rucksack (US backpack) <i>n F</i>	

S

sad <i>adj S</i>	shirt <i>n S</i>	so <i>dis S</i>	step <i>n F</i>
safe <i>adj M</i>	shoe <i>n S</i>	so <i>adv + conj F</i>	still <i>adv F</i>
sail <i>n + v M</i>	shop (US store) <i>n S</i>	soap <i>n F</i>	stomach <i>n M</i>
salad <i>n M</i>	shop <i>v M</i>	soccer (UK football) <i>n S</i>	stomach-ache <i>n M</i>
Sally <i>n M</i>	shopping <i>n M</i>	sock <i>n S</i>	stone <i>n F</i>
salt <i>n F</i>	shopping centre (US center) <i>n M</i>	sofa <i>n S</i>	stop <i>v S</i>
Sam <i>n S</i>	short <i>adj S</i>	soft <i>adj F</i>	store (UK shop) <i>n S</i>
same <i>adj F</i>	shorts <i>n S</i>	some <i>det S</i>	storm <i>n F</i>
sand <i>n S</i>	should <i>v F</i>	someone <i>pron M</i>	story <i>n S</i>
sandwich <i>n M</i>	shoulder <i>n M</i>	something <i>pron M</i>	straight <i>adj M</i>
Sarah <i>n F</i>	shout <i>v M</i>	sometimes <i>adv M</i>	straight on <i>adv F</i>
Saturday <i>n M</i>	show <i>v S</i>	somewhere <i>adv F</i>	strange <i>adj F</i>
sauce <i>n M</i>	shower <i>n M</i>	son <i>n M</i>	strawberry <i>n F</i>
sausage <i>n S</i>	sick <i>adj M</i>	song <i>n S</i>	stream <i>n F</i>
save <i>v F</i>	silly <i>adj S</i>	soon <i>adv F</i>	street <i>n S</i>
say <i>v S</i>	silver <i>adj + n F</i>	Sophia <i>n F</i>	stripe <i>n F</i>
scarf <i>n M</i>	since <i>prep F</i>	sore <i>adj F</i>	striped <i>adj F</i>
scary <i>adj S</i>	sing <i>v S</i>	sorry <i>adj + int S</i>	strong <i>adj M</i>
school <i>n S</i>	singer <i>n F</i>	sound <i>n + v F</i>	student <i>n F</i>
science <i>n F</i>	sister <i>n S</i>	soup <i>n M</i>	study <i>v F</i>
scissors <i>n F</i>	sit <i>v S</i>	south <i>n F</i>	subject <i>n F</i>
score <i>n F</i>	skate <i>n + v M</i>	space <i>n F</i>	such <i>det F</i>
score <i>v M</i>	skateboard <i>n S</i>	spaceship <i>n F</i>	suddenly <i>adv F</i>
screen <i>n F</i>	skateboarding <i>n S</i>	speak <i>v F</i>	Sue <i>n S</i>
sea <i>n S</i>	ski <i>n + v F</i>	special <i>adj F</i>	sugar <i>n F</i>
search <i>n + v F</i>	skip <i>v M</i>	spell <i>v S</i>	suitcase <i>n F</i>
seat <i>n M</i>	skirt <i>n S</i>	spend <i>v F</i>	summer <i>n F</i>
second <i>adj + adv M</i>	sky <i>n M</i>	spider <i>n S</i>	sun <i>n S</i>
secret <i>n F</i>	skyscraper <i>n F</i>	spoon <i>n F</i>	Sunday <i>n M</i>
see <i>v S</i>	sledge <i>n + v F</i>	sport <i>n S</i>	sunglasses <i>n F</i>
See you! <i>excl S</i>	sleep <i>v S</i>	sports centre (US center) <i>n M</i>	sunny <i>adj M</i>
sell <i>v F</i>	slow <i>adj M</i>	spot <i>n F</i>	supermarket <i>n M</i>
send <i>v M</i>	slowly <i>adv M</i>	spotted <i>adj F</i>	sure <i>adj F</i>
sentence <i>n S</i>	small <i>adj S</i>	spring <i>n F</i>	surname <i>n F</i>
September <i>n F</i>	smell <i>n + v F</i>	square <i>adj + n M</i>	surprise <i>n F</i>
several <i>adj F</i>	smile <i>n + v S</i>	stadium <i>n F</i>	surprised <i>adj M</i>
shall <i>v M</i>	snack <i>n F</i>	stage (theatre) <i>n F</i>	swan <i>n F</i>
shampoo <i>n F</i>	snail <i>n M</i>	stair(s) <i>n M</i>	sweater <i>n M</i>
shape <i>n M</i>	snake <i>n S</i>	stamp <i>n F</i>	sweet(s) (US candy) <i>n S</i>
shark <i>n M</i>	snow <i>n + v M</i>	stand <i>v S</i>	sweet <i>adj M</i>
she <i>pron S</i>	snowball <i>n F</i>	star <i>n M</i>	swim <i>v S</i>
sheep (<i>s + pl</i>) <i>n S</i>	snowboard <i>n F</i>	start <i>v S</i>	swim <i>n M</i>
shelf <i>n F</i>	snowboarding <i>n F</i>	station <i>n M</i>	swimming pool <i>n M</i>
shell <i>n S</i>	snowman <i>n F</i>	stay <i>v F</i>	swimsuit <i>n M</i>
ship <i>n S</i>			swing <i>n + v F</i>

T

table <i>n S</i>	take a photo/picture <i>v S</i>	teach <i>v M</i>	tennis <i>n S</i>
table tennis <i>n S</i>	take off i.e. get undressed <i>v M</i>	teacher <i>n S</i>	tennis racket <i>n S</i>
tablet <i>n S</i>	talk <i>v S</i>	team <i>n F</i>	tent <i>n F</i>
tail <i>n S</i>	tall <i>adj M</i>	teddy (bear) <i>n S</i>	terrible <i>adj M</i>
take <i>v M</i>	taste <i>n + v F</i>	telephone <i>n F</i>	text <i>n + v M</i>
take (as in time e.g. it takes 20 minutes) <i>v F</i>	taxi <i>n F</i>	television/TV <i>n S</i>	than <i>conj + prep M</i>
	tea <i>n M</i>	tell <i>v S</i>	thank <i>v F</i>
		temperature <i>n M</i>	thank you <i>dis S</i>

thanks <i>dis S</i>	those <i>det + pron S</i>	tomorrow <i>adv + n F</i>	traffic <i>n F</i>
that <i>det + pron S</i>	thousand <i>n F</i>	tonight <i>adv + n F</i>	train <i>n S</i>
the <i>det S</i>	through <i>prep F</i>	too <i>adv S</i>	trainers <i>n F</i>
theatre (US theater) <i>n F</i>	throw <i>v S</i>	tooth/teeth <i>n M</i>	travel <i>v M</i>
their <i>poss adj S</i>	Thursday <i>n M</i>	toothache <i>n M</i>	treasure <i>n M</i>
theirs <i>pron S</i>	tick <i>n + v S</i>	toothbrush <i>n M</i>	tree <i>n S</i>
them <i>pron S</i>	ticket <i>n M</i>	toothpaste <i>n M</i>	trip <i>n M</i>
then <i>dis S</i>	tidy <i>adj + v F</i>	top <i>adv + n M</i>	trousers <i>n S</i>
then <i>adv M</i>	tiger <i>n S</i>	torch (US flashlight) <i>n F</i>	truck (UK lorry) <i>n S</i>
there <i>adv S</i>	time <i>n F</i>	tortoise <i>n F</i>	try <i>n + v S</i>
these <i>det + pron S</i>	timetable <i>n F</i>	touch <i>v F</i>	T-shirt <i>n S</i>
they <i>pron S</i>	tired <i>adj M</i>	tour <i>n F</i>	Tuesday <i>n M</i>
thin <i>adj M</i>	to <i>prep S</i>	towel <i>n M</i>	tune <i>n F</i>
thing <i>n S</i>	today <i>adv + n S</i>	town <i>n M</i>	turn <i>v F</i>
think <i>v M</i>	toe <i>n F</i>	town/city centre (US center) <i>n M</i>	turn off <i>v F</i>
third <i>adj + adv M</i>	together <i>adv F</i>	toy <i>n S</i>	turn on <i>v F</i>
thirsty <i>adj M</i>	Tom <i>n S</i>	tractor <i>n M</i>	TV/television <i>n S</i>
this <i>det + pron S</i>	tomato <i>n S</i>		tyre (US tire) <i>n F</i>

U

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

V

vegetable <i>n M</i>	video <i>n + v M</i>	violin <i>n F</i>
very <i>adv S</i>	view <i>n F</i>	visit <i>v F</i>
Vicky <i>n M</i>	village <i>n M</i>	volleyball <i>n F</i>

W

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

X

x-ray *n F*

Y

year <i>n S</i>	yesterday <i>adv + n M</i>	you <i>pron S</i>	your <i>poss adj S</i>
yellow <i>adj S</i>	yet <i>adv F</i>	you're welcome <i>excl F</i>	yours <i>pron S</i>
yes <i>adv S</i>	yoghurt <i>n F</i>	young <i>adj S</i>	

Z

zebra <i>n S</i>	zero <i>n F</i>	Zoe <i>n M</i>	zoo <i>n S</i>
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Starters, Movers and Flyers

combined thematic vocabulary list

N.B. For a comprehensive vocabulary list, see the alphabetic combined list on page 59.

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

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

	Starters		Movers		Flyers	
The home	apartment (UK flat)	house	address		brush	
	armchair	kitchen	balcony		comb	
	bath	lamp	basement		cooker	
	bathroom	living room	blanket		cushion	
	bed	mat	downstairs		diary	
	bedroom	mirror	dream		entrance	
	bookcase	phone	elevator (UK lift)		envelope	
	box	picture	floor (e.g. ground, 1st, etc.)		fridge	
	camera	radio	internet		gate	
	chair	room	lift (US elevator)		key	
	clock	rug	message		letter (as in mail)	
	computer	sleep	roof		oven	
	cupboard	sofa	seat		screen	
	desk	table	shower		shampoo	
	dining room	television/TV	stair(s)		shelf	
	doll	toy	toothbrush		soap	
	door	tree	toothpaste		stamp	
	flat (US apartment)	TV/television	towel		step	
	flower	wall	upstairs		swing	
	garden	watch	wash		telephone	
	hall	window				
	home					
Materials	paper				card	plastic
					glass	silver
					gold	wood
					metal	wool
Names	Alex	Lucy	Charlie	Peter	Betty	Richard
	Alice	Mark	Clare	Sally	David	Robert
	Ann/Anna	Matt	Daisy	Vicky	Emma	Sarah
	Ben	May	Fred	Zoe	Frank	Sophia
	Bill	Nick	Jack		George	William
	Dan	Pat	Jane		Harry	
	Eva	Sam	Jim		Helen	
	Grace	Sue	Julia		Holly	
	Hugo	Tom	Lily		Katy	
	Jill		Mary		Michael	
	Kim		Paul		Oliver	
Numbers	1-20		21-100	hundred	101-1,000	several
			1st-20th	pair	21st-31st	thousand
					million	

	Starters		Movers		Flyers	
Places & directions	behind between bookshop end here in in front of on park playground shop (US store) store (UK shop) street there under zoo		above below building bus station bus stop café car park centre (US center) cinema circle circus city/town centre (US center) farm funfair hospital library map market	near opposite place shopping centre (US center) sports centre (US center) square station straight supermarket swimming pool town/city centre (US center)	airport bank bridge castle chemist('s) club college corner east factory fire station front get to hotel kilometre (US kilometer) left (as in direction) London middle	museum north over path police station post office restaurant right right (as in direction) skyscraper south stadium straight on theatre (US theater) university way west
School	alphabet answer ask board book bookcase class classroom close colour (US color) computer correct crayon cross cupboard desk door draw English eraser (UK rubber) example find floor keyboard (computer) learn lesson letter (as in alphabet) line listen look	mouse (computer) music number open page painting paper part pen pencil picture playground poster question read right (as in correct) rubber (US eraser) ruler school sentence sit spell stand story teacher tell tick understand wall window word write	break homework mistake teach text website	art backpack (UK rucksack) bin club college competition dictionary flag geography glue group gym history language maths (US math) online project rucksack (US backpack) science scissors screen shelf student study subject timetable university		

	Starters		Movers		Flyers	
Sports & leisure	badminton ball baseball basketball bat (as sports equipment) beach bike boat book bounce camera catch (e.g. a ball) doll draw drawing drive enjoy favourite (US favorite) fishing fly football (US soccer) game guitar hobby hockey jump kick kite	listen music photo piano picture play radio read ride run sing skateboard skateboarding soccer (UK football) song sport story swim table tennis take a photo/ picture television/TV tennis tennis racket throw toy TV/television walk watch	band (music) CD cinema comic comic book dance drive DVD email film (US movie) fish go shopping goal holiday hop ice skates ice skating kick movie (UK film) net party player pool practice practise present ride roller skates roller skating sail score	skate skip sports centre (US center) swim swimming pool text towel video walk	backpack (UK rucksack) cartoon channel chess collect concert diary drum festival flashlight (UK torch) golf hotel instrument invitation join (a club) magazine match (football) meet member online pop music prize programme (US program) puzzle pyramid quiz race rock music	rucksack (US backpack) score ski sledge snowball snowboard snowboarding snowman stage (theatre) suitcase swing team tent torch (US flashlight) tune tyre (US tire) umbrella violin volleyball winner
Time	afternoon birthday clock day evening in morning night today watch year		after always before every never o'clock sometimes week weekend yesterday	The days of the week: Monday Tuesday Wednesday Thursday Friday Saturday Sunday	a.m. (for time) after ago autumn (US fall) before calendar century date (as in time) early end fall (UK autumn) future hour how long late later midday midnight minute month p.m. (for time) past	quarter spring summer time tomorrow tonight winter The months of the year: January February March April May June July August September October November December

	Starters		Movers		Flyers	
Toys	alien ball balloon baseball basketball bike board game boat car doll football (US soccer) game	helicopter lorry (US truck) monster motorbike plane robot soccer (UK football) teddy (bear) toy train truck (UK lorry)	Model			
Transport	bike boat bus car drive fly go helicopter lorry (US truck)	plane ride run ship swim train truck (US lorry)	bus station bus stop drive driver ride station ticket tractor trip		ambulance bicycle fire engine (US fire truck) journey lift (ride) motorway passenger platform racing (car; bike) railway rocket spaceship taxi tour traffic wheel	
Weather	sun		cloud cloudy ice rain rainbow sky	snow sunny weather wind windy	fog foggy storm	
Work	teacher		circus clown cook dentist doctor driver farmer film (US movie) star hospital nurse pirate pop star work		actor airport ambulance artist astronaut business businessman/ woman designer engineer factory fire engine (US fire truck) fire fighter job journalist manager mechanic meeting news newspaper office photographer pilot police officer police station queen rocket singer taxi waiter	
The world around us	beach sand sea shell street sun tree water		building city country countryside field forest grass ground island lake leaf/leaves moon	mountain plant river road rock sky star town village waterfall wave world	air bridge castle cave desert Earth entrance environment exit fire future hill	land ocean planet pond space stone stream view wood

Starters, Movers and Flyers

combined grammatical vocabulary list

	Starters	Movers	Flyers			
Nouns	afternoon	camera	address	driver	actor	creature
	Alex	candy	age	DVD	adventure	crown
	Alice	(UK sweet(s))	app	earache	air	cushion
	alien	car	aunt	e-book	airport	date (as in time)
	alphabet	carrot	balcony	elevator (UK lift)	ambulance	David
	animal	cat	band (music)	email	April	December
	Ann/Anna	chair	basement	farm	art	desert
	answer	chicken	bat	farmer	artist	design
	apartment	child/children	beard	field	astronaut	designer
	(UK flat)	chips (US fries)	blanket	film (US movie)	August	diary
	apple	chocolate	bottle	film (US movie)	autumn (US fall)	dictionary
	arm	class	bottom	star	backpack	dinosaur
	armchair	classmate	bowl	floor (e.g. ground, 1st, etc.)	(UK rucksack)	drum
	baby	classroom	break	fly	bandage	eagle
	badminton	clock	building	forest	bank	Earth
	bag	clothes	bus station	Fred	beetle	east
	ball	coconut	bus stop	Friday	belt	elbow
	balloon	colour (US color)	café	funfair	Betty	Emma
	banana	computer	cage	glass	bicycle	engine
	baseball	cousin	car park	goal	bin	engineer
	baseball cap	cow	CD	granddaughter	biscuit (US cookie)	entrance
	basketball	crayon	centre (US center)	grandparent	bit	envelope
	bat (as sports equipment)	crocodile	Charlie	grandson	bracelet	environment
	bath	cross	cheese	grass	bridge	exit
	bathroom	cupboard	cinema	ground	brush	factory
	beach	dad	circle	grown-up	business	fall (UK autumn)
	bean	Dan	city	headache	businessman/ woman	February
	bear	desk	city/town centre (US center)	helmet	butter	file (as in open and close a file)
	bed	dining room	Clare	holiday	butterfly	finger
	bedroom	dinner	cloud	homework	calendar	fire
	bee	dog	clown	hospital	camel	fire engine
	Ben	doll	coat	hundred	card	(US fire truck)
	bike	donkey	coffee	ice	cartoon	fire fighter
	Bill	door	cold	ice skating	castle	fire station
	bird	drawing	comic	idea	cave	flag
	birthday	dress	comic book	internet	cereal	flashlight
	board	drink	cook	island	channel	(UK torch)
	board game	duck	cough	Jack	chemist('s)	flour
	boat	ear	country	Jane	chess	fog
	body	egg	countryside	Jim	chopsticks	fork
	book	elephant	cup	Julia	club	Frank
	bookcase	end	Daisy	jungle	college	fridge
bookshop	English	dance	kangaroo	comb	front	
boots	eraser (UK rubber)	daughter	kick	competition	fur	
box	Eva	dentist	kitten	concert	future	
bread	evening	difference	lake	conversation	gate	
breakfast	example	doctor	laptop	cooker	geography	
brother	eye	dolphin	laugh	cookie	George	
burger	face	downstairs	leaf/leaves	(UK biscuit)	glove	
bus	family	dream	library	corner	glue	
cake	father	drive		costume	gold	

	Starters		Movers		Flyers	
Nouns cont.	fish	lemonade	lift (US elevator)	sauce	golf	money
	fishing	lesson	Lily	scarf	group	month
	flat (US apartment)	letter (as in alphabet)	lion	seat	guess	motorway
	floor	lime	machine	shape	gym	museum
	flower	line	map	shark	half	necklace
	food	living room	market	shopping	Harry	nest
	foot/feet	lizard	Mary	shopping centre (US center)	Helen	news
	football (US soccer)	lorry (US truck)	matter	shoulder	hill	newspaper
	friend	Lucy	message	shower	history	north
	fries (UK chips)	lunch	milkshake	skate	hole	November
	frog	man/men	mistake	sky	Holly	ocean
	fruit	mango	model	snail	honey	October
	fun	Mark	Monday	snow	hotel	octopus
	game	mat	moon	son	hour	office
	garden	Matt	mountain	soup	husband	Oliver
	giraffe	May (as in girl's name)	moustache	sports centre (US center)	information	olives
	girl	meat	movie (UK film)	square	insect	oven
	glasses	meatballs	neck	stair(s)	instrument	pajamas (UK pyjamas)
	goat	milk	net	star	invitation	passenger
	Grace	mirror	noise	station	jam	path
	grandfather	monkey	noodles	stomach	January	pepper
	grandma	monster	nurse	stomach-ache	job	photographer
	grandmother	morning	pair	Sunday	journalist	piece
	grandpa	mother	pancake	supermarket	journey	pilot
	grape	motorbike	panda	sweater	July	pizza
	guitar	mouse/mice	parent	swim	June	planet
	hair	mouse (computer)	parrot	swimming pool	Katy	plastic
	hall	mouth	party	swimsuit	key	platform
	hand	mum	pasta	tea	kilometre (US kilometer)	pocket
	handbag	music	Paul	temperature	king	police officer
	hat	name	penguin	text	knee	police station
	head	Nick	Peter	Thursday	knife	pond
	helicopter	night	picnic	ticket	language	pop music
	hippo	nose	pirate	tooth/teeth	left (as in direction)	post office
	hobby	number	place	toothache	letter (as in mail)	postcard
	hockey	onion	plant	toothbrush	lift (ride)	prize
	home	orange	plate	toothpaste	light	problem
	horse	page	player	top	London	programme (US program)
	house	paint	pool	towel	magazine	project
	Hugo	painting	pop star	town	manager	puzzle
	ice cream	paper	practice	town/city centre (US center)	March	pyjamas (US pajamas)
	jacket	park	present	tractor	match (football)	pyramid
jeans	part	puppy	treasure	maths (US math)	quarter	
jellyfish	Pat	rabbit	trip	May	queen	
Jill	pea	rain	Tuesday	meal	quiz	
juice	pear	rainbow	uncle	mechanic	race	
keyboard (computer)	pen	ride	upstairs	medicine	railway	
kid	pencil	river	vegetable	meeting	restaurant	
Kim	person/people	road	Vicky	member	Richard	
kitchen	pet	rock	video	metal	right (as in direction)	
kite	phone	roller skates	village	Michael	ring	
kiwi	photo	roller skating	walk	midday	Robert	
lamp	piano	roof	wash	midnight	rock music	
leg	picture	sail	waterfall	million	rocket	
lemon	pie	salad	wave	minute		
		Sally				
		sandwich				
		Saturday				

Starters			Movers		Flyers	
Nouns cont.	pineapple	table tennis	weather		rucksack	surname
	plane	tablet	website		(US backpack)	surprise
	playground	tail	Wednesday		salt	swan
	polar bear	teacher	week		Sarah	swing
	poster	teddy (bear)	weekend		science	taste
	potato	television/TV	whale		scissors	taxi
	question	tennis	wind		score	team
	radio	tennis racket	work		screen	telephone
	rice	thing	world		search	tent
	robot	tick	yesterday		secret	theatre (US theater)
	room	tiger	Zoe		September	thousand
	rubber (US eraser)	today			shampoo	time
	rug	Tom			shelf	timetable
	ruler	tomato			silver	toe
	Sam	toy			singer	tomorrow
	sand	train			ski	tonight
	sausage	tree			skyscraper	torch (US flashlight)
	school	trousers			sledge	tortoise
	sea	truck (UK lorry)			snack	tour
	sentence	try			snowball	traffic
	sheep	T-shirt			snowboard	trainers
	shell	TV/television			snowboarding	tune
	ship	wall			snowman	tyre (US tire)
	shirt	watch			soap	umbrella
	shoe	water			Sophia	uniform
	shop (US store)	watermelon			sound	university
	shorts	window			south	view
	sister	woman/women			space	violin
	skateboard	word			spaceship	volleyball
	skateboarding	year			spoon	waiter
	skirt	zebra			spot	way
	smile	zoo			spring	west
	snake				stadium	wheel
	soccer (UK football)				stage (theatre)	wife
	sock				stamp	wifi
	sofa				step	William
	song				stone	win
	spider				storm	wing
	sport				strawberry	winner
	store (UK shop)				stream	winter
	story				stripe	wish
	street				student	wood
	Sue				subject	wool
	sun				sugar	x-ray
	sweet(s) (US candy)				suitcase	yoghurt
	table				summer	zero
					sunglasses	
Adjectives	angry	cool	afraid	boring	alone	deep
	beautiful	correct	all right	bottom	amazing	delicious
	big	dirty	asleep	brave	bored	early
	black	double	awake	brilliant	broken	empty
	blue	English	bad	busy	cheap	enormous
	brown	fantastic	best	careful	dark	enough
	clean	favourite	better	clever	dear (as in Dear Harry)	excellent
	closed	(US favorite)	blond(e)	cloudy		excited

Starters	Movers	Flyers
Adjectives fun cont. funny good gray (UK grey) great green grey (US gray) happy long new nice old open orange paper pink purple red right (as in correct) sad scary short silly small ugly white yellow young	cold curly dangerous different difficult dry easy exciting fair famous fat fine first frightened hot huge hungry ill last little loud naughty pretty quick quiet safe second sick slow square straight strong sunny	surprised sweet tall terrible thin third thirsty tired weak well wet windy worse worst wrong expensive extinct far fast foggy friendly frightening front full furry glass gold half hard heavy high horrible important interested interesting kind large late lazy left (as in direction) light lovely low lucky married metal middle missing next noisy online plastic pleased poor popular racing (car; bike) ready rich right same several silver soft sore special spotted strange striped sure tidy unfriendly unhappy unkind untidy unusual warm wild wonderful worried
Determiners a a lot of an lots of many no one some that the these this those	all another any both every more most	each a few a little much other such
Adverbs again here home a lot lots no not now really there today too very yes	all all right always back badly best better carefully down downstairs first how how much how often inside last loudly more most near never o'clock off often on only out outside quickly quietly	actually after ago already also anywhere as as ... as at the moment away before by myself by yourself early else ever everywhere far fast hard how long instead just late later a little much next nowhere of course

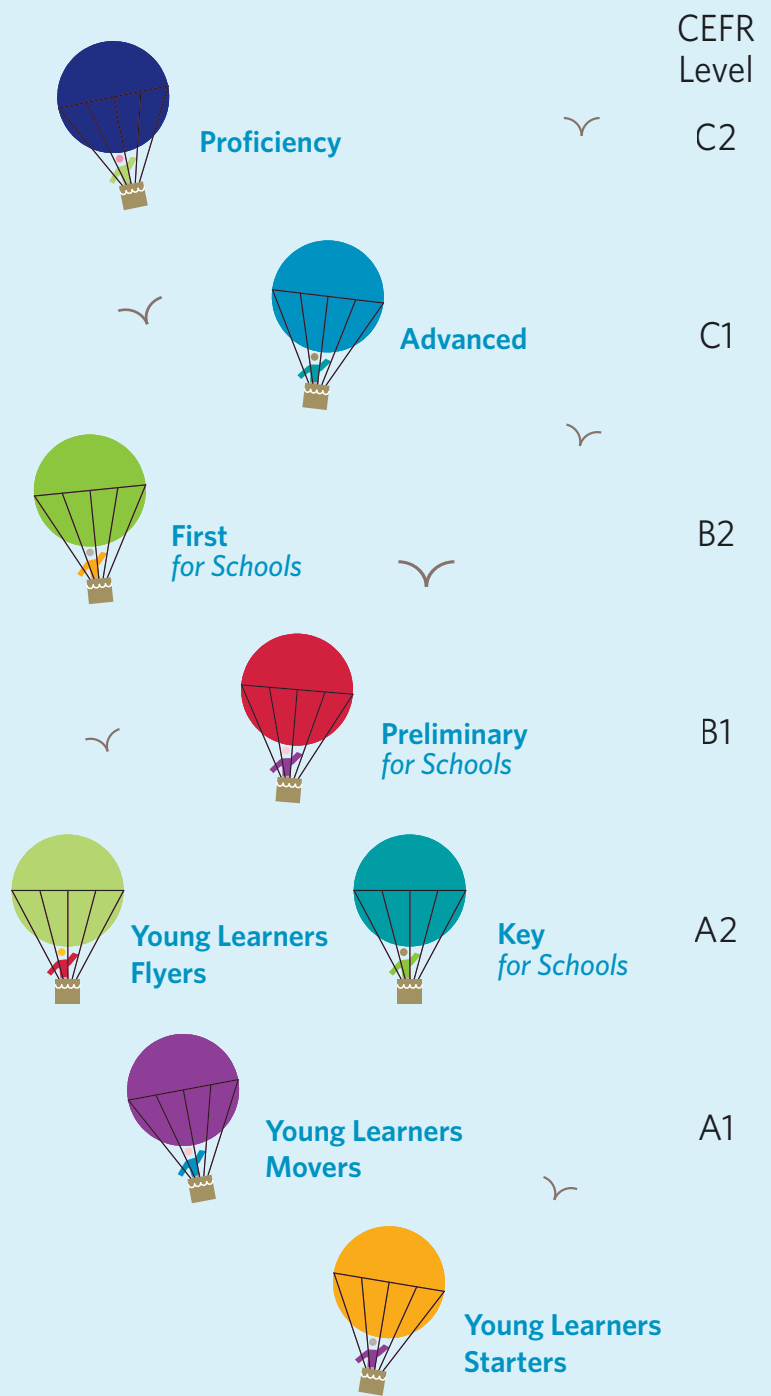
Starters	Movers	Flyers
Adverbs cont.	round second slowly sometimes then third top up	upstairs well when worse worst yesterday
		once over perhaps quite so somewhere soon still
		straight on suddenly together tomorrow tonight usually yet
Prepositions		
about behind between for from in front of next to of	to under with	above after along around at before below by
		down into near off opposite out of up
		across during for over past since through until
Conjunctions		
and but	or	because than
		when
		after before if
		so while
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 another any both everyone everything more most nothing someone something where which
		who
		anyone anything each enough much no-one other
Verbs - irregular		
be can catch (e.g. a ball) choose come do draw drink drive eat find fly get give go go to bed go to sleep have	have got hit hold know learn let's make put read ride run say see sing sit sleep spell stand	be called bring build buy catch (e.g. a bus) fall feed get (un)dressed get (up/on/off) go shopping grow have (got) to hide hurt lose mean must put on
		send take take off i.e. get undressed teach think wake (up)
		begin break cut fall over feel find out forget get to go out hear keep leave let lie (as in lie down) make sure meet sell send
		should smell speak spend swing take (as in time) teach

Starters			Movers		Flyers	
Verbs - irregular	swim take a photo/ cont. picture tell	throw understand wear write				
Verbs - regular	add answer ask bounce clap clean close colour (US color) complete count cross enjoy jump kick like listen live look look (at) love open paint phone pick up play point show smile start stop talk tick try	walk want watch wave	call carry change climb cook cry dance dream dress up drop dry email film (US movie) fish fix help hop invite laugh look for move need plant practise rain sail shop shout skate skip snow text travel	video wait wash water work	act agree appear arrive believe borrow brush burn camp chat collect comb cycle decide design disappear end enter (a competition) explain explore fetch finish follow glue guess happen hate hope hurry improve invent join (a club) land	lift look after look like mind mix post prefer prepare pull push race remember repair repeat save score search ski sledge sound stay study taste thank tidy touch turn turn (off/on) use visit whisper whistle wish
Modals	can		could (as in past of can for ability) must shall would		may might should will	
Question words	how how many how old pardon what	where which who whose	how much how often when why		how long	

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Cambridge English
Language Assessment
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

cambridgeenglish.org/helpdesk



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