

Teachers' planning

2016~2017

FLYERS



CAMBRIDGE ESOL YLE EXAMS

11-13 Years old

TEACHERS' PLANNING: FLYERS (11-13 years old) 2016-2017

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1. INTRODUCTION

First of all, I would like to thank you for your participation and effort. Remember you can count on CL for all the support you may need.

Due to the great demand for preparation of official exams, the main objective of this planning is to introduce kids in the format of Reading, Writing, Listening and Speaking Papers for the *Young Learners of English Cambridge ESOL* exams. Note that the specific paper and the level are indicated below the title of each worksheet.

We can never forget that we work with CHILDREN, and, for this reason, we have a huge responsibility; everything should be **perfect**, we cannot make any mistakes. Thus, please, **USE COMMON SENSE**. From the first day of the course our only concern should be children's learning.

This guide is meant to make the first days easier for you. These first few days are fundamental to getting the children familiar with the lesson routine. Any doubts you have, let us know as soon as possible:

- The first day may be chaotic. You may even have more students than on your list, so write their full names and their course year on your list.
- Explain to your group where they have to wait for you. Go to the classroom in order, walking and without shouting. At the time we have the lessons, there will be other teachers having lessons as well and we could disturb them.
- Once in the classroom, establish some basic rules and explain the way the lessons are going to be organised.
- Before finishing the lesson, make sure children tidy up all the material they have used, and that the classroom is tidied up as well. You should be the first to enter the classroom and be the last to leave.
- You will find chalk in the classroom that you have been assigned to in schools and we will give you a board pen for the lessons in the academy.
- For the first lessons use the songs and games suggested below or any other activities you are familiar with.
- Don't expect your students to bring their pencil cases the first day. Once you meet them tell them to do so for the following lessons.
- Remember: THE MORE ENGLISH YOU USE IN CLASS, THE MORE ENGLISH CHILDREN WILL LEARN.

2. HOW TO USE THIS GUIDE

*Don't forget that on the CL website, Teachers' corner: Cambridge ESOL Exams you have a copy of all the Teachers' handbooks.

There is a variety of worksheets and the instructions for each one appropriate for 11-13 year olds. According to the age and level of your group, you can adapt the activities as you consider most appropriate. If the worksheets are not finished in one session, keep them and finish them in the following lesson.

The first days of the course are, indeed, an overview and a chance to check the group's level and help you decide which students should be changed to a lower/upper level taking into

account their skills and the way they do the activities –quickly or slowly-, as well as thinking about the most appropriate book for them.

Remind students they can practise at home with the resources they can find on our website: “Área de Padres y Alumnos”. The answers for every worksheet are on the web as well. There are resources for teachers as well.

3. FLYERS EXAM OUTLINE

The Movers test consists of:

	Overall length	Number of tasks	Number of ítems
Listening	approx. 25 mins	5	25
Reading and writing	40 mins	7	50
Speaking	7-9 mins	4	--

- Listening:

There are 5 parts. Each part begins with one example. All tasks are heard twice. Students are expected to draw lines to match names to people in a picture, write words or numbers in gaps, match pictures with an illustrated word or name by writing a letter in a box, tick boxes under correct pictures in multiple-choice pictures and dialogues and carry out instructions to colour, draw and write.

- Reading and writing:

There are 7 parts. Each part begins with one or two examples. Correct spelling is required in all parts of the Reading and Writing Test. Students are expected to copy correct words next to definitions, write “yes/no” to answer questions about a picture, select the correct response and write A-G in a gap, choose and copy missing words correctly, complete sentences about a story by writing 1, 2 or 3 words, complete a text by selecting the correct words from a multiple-choice and copying them in the corresponding gaps and write words in gaps with no options given..

- Speaking:

The Speaking Test is a face-to-face test with one examiner and one candidate. Students are expected to identify 6 differences in her/his picture from statements about the examiner’s picture, answer and ask questions about two people, objects or situations, understand the beginning of a story and then continue it based on a series of pictures and answer personal information questions.

The grammar and vocabulary list can be found in our website.

4. WORKSHEET INSTRUCTIONS

• ACTIVITY 1: TELL ME ABOUT YOU

Instructions for teachers:

Students are expected to answer personal information questions in Flyers Speaking Test, so a good way to start the first lesson and get to know them is by asking them to work in pairs.

Learner A asks her/his questions and then, it's B's turn. When they finish, students have to tell the class about their classmate. Write these questions on the board:

- What lessons have we got today?
- What's your favourite subject?
- Do you like art?
- How do you get to school?
- Which languages do you study?
- What's your favourite month?
- Do you like snow?
- Which do you like best: summer, winter, spring or autumn?
- Is your birthday in winter?
- What do you want to do when you leave school?

Students should know the format of the exam from the beginning, so you can draw a box on the blackboard like this one:

	Overall length	Number of tasks	Number of items
L _ _ T _ _ I _ _			
R _ _ D _ _ G A _ D W _ _ T _ _ G			
S _ _ A _ _ N _			

Play a hangman game to teach them the different parts of the exam (listening, reading and writing, speaking). To complete the overall length, the number of tasks and the number of items, you can spell the numbers and ask the one who guesses the answer to write it on the board. Children love writing on the board, so they will pay more attention if they see the opportunity to do it.

• WORKSHEET 2: FLYERS LISTENING MOCK

Instructions for teachers:

Worksheet 2 is a real Flyers listening. It's 1 point per right answer. The tracks can be found in our webpage (Teacher's corner, Planning October, book 6/test 3). Ensure your students know what is expected of them in every part.

Here are some **tips**:

Part 1:

- Students have to draw straight lines from the name to the person. There is one extra name.
- They could check their answers during the second hearing of the recording.
- Tell them to think about how each character might be described.

Part 2:

- Words must be clearly written.
- Students should pay special attention to spelling.
- Tell them to write responses that make sense.
- Ask them to read carefully the prompts given.

Part 3:

- Remind your students to read the question that is at the beginning of the activity, because it sets the context and give them the instructions.
- Tell them to listen carefully to the dialogue because the first word they hear may not be the right one.

Part 4:

- Tell your students to listen to the whole dialogue before deciding on an answer.

Part 5:

- Tell your students to focus on what they hear instead of worrying about how well they colour.
- Tell your students to listen carefully and follow the instructions.

When the listening is finished, you can play some games:

Who Wants to be a Millionaire?

Split your classroom into groups and then, have them take turns answering true or false questions until they choose to stop and 'bank' their money or until they get a question wrong and lose everything. Ask the first student a question (usually very easy) and if they get it right then move on to the second student in the group and ask if they would like to continue or 'bank' the \$500, the questions I use slowly get harder but in general they are relatively easy. During these questions they aren't allowed any help from other students.

Doraemon has no ears - True
There were 5 members of the Beatles - False
Anpanman's weakness is water - True
I have 4 arms - False
We live on the moon - False
The sun is hot - True

To add to the fun, give them 2 lifelines that they can choose to use at any stage during their team's turn (they can only use each lifeline once per round).

Phone a friend - Call someone else in the team and ask them for help (feel free to make them pretend that they're actually talking on a phone for laughs).

Ask the group - Let the team discuss what they think is the best answer.

Keep track of how much money each team puts in the bank and you can add it up to see which team wins.

• **WORKSHEET 3: FLYERS READING AND WRITING MOCK**

Instructions for teachers:

Worksheet 3 is a real Flyers Reading and Writing test. It's 1 point per right answer. Ensure your students know what is expected of them in every part. Here are some **tips**:

Part 1:

- Remind your students to read all the questions before answering.
- Tell them to be careful when copying their answers (correct spelling).

Part 2:

- The sentence must be completely true according to the picture for a « yes » answer.

Part 3:

- Remind your students to read all the options before choosing the most appropriate one.
- Ask them to establish which words of the response refer back to the speaker's words and therefore, indicate the correct answer.

Part 4:

- Encourage your students to read the whole text to get a general idea of what it is about.
- Tell them to guess which word could go in each gap (noun, verb,...).

Part 5:

- Tell your students to identify vocabulary that has to do with the picture and establish what is happening in the picture.
- Ask them to copy the spelling correctly when copying words from the text.

Part 6:

- Ask your students to choose only of the options given.
- Tell them not to forget to use the right form of words within the sentence.

Part 7:

- Tell your students to choose the word which fits the surrounding words lexically and grammatically and which helps the text make sense. They shouldn't forget that the choice of the correct answer may depend on something said further back or further ahead in the text.
- Remind them to re-read the whole text through before they decide their final answers.

If your students finish their reading and writing test before the lesson is over, you can play a game :

Truth or Lies

Students must listen to a statement from you and decide whether you are telling the truth or lying. Ask the students to stand up at their desks and find a student who will go first (or alternatively ask for a volunteer). They need to listen carefully to your statement and decide if you are lying or telling the truth. If the student is correct, then they can choose either their row or column to sit down with them, if the student is incorrect then nobody gets to sit down. Continue

the game until everyone sits down. Here are some examples of statements you can use when playing this game of truth and lies (throwing a few funny ones in there is always a good idea):

I live on the moon.
Today is the day after yesterday.
I am older than you.
Tennis balls are square.
I wear shoes on my hands.
Hours are longer than minutes.
All girls have short hair.
We are not outside.
I have blonde hair.
Tokyo is in Japan.
I am friends with Tom Cruise.

• **WORKSHEET 4: FLYERS SPEAKING MOCK**

Instructions for teachers:

Worksheet 4 is a real Flyers Speaking test. Here are some **tips**:

Part 1:

- Students are expected to listen carefully to what the examiner says about his/her picture and then, they have to point to what is different in their picture. Remind them to listen to the grammar and vocabulary that the examiner uses to know how to make their sentences.

Part 2:

- Students will be provided with a set of facts and a set of question cues. The examiner starts the questions and the students have to give short answers. They should listen carefully to the examiner's questions to repeat the grammar structure in their turn.

Part 3:

- Students have to continue the story that the examiner starts. Ask them to look carefully at the pictures and use simple sentences to describe what is happening.

Part 4:

- Students have to answer personal information questions.

• **ACTIVITY 5: FEEDBACK FROM MOCK**

Instructions for teachers:

Hand your students out their mock results and comment on their mistakes.
If you have enough time after going through their mistakes, play a game:

How Many Words Can You Make?

Working individually or in groups, students try to make as many English words as they can from the letters that make up a word of your choice. Write the word on the board and give them 5 to 10 minutes (or however long you feel they need) to finish before checking that their words are valid and spelt correctly. Whoever makes the most words wins! Alternatively you could assign points depending on the length of the words created, i.e. 2 points for 2 letters words, 3 points for 3 letter words etc. Here's an example of words that can be made from the letters in 'English':

7 letters: shingle

4 letters: legs, sigh, line, sing

6 letters: single, sleigh, hinges

3 letters: his, leg, she, gel

5 letters: shine, hinge, sling, lines

2 letters: hi, he, in, is

• WORKSHEET 6: WHAT DO YOU KNOW ABOUT THE WORLD?

Instructions for teachers:

Cut out the cards and put them face down on the table. Organise the class into groups of 3 or 4. One group takes a card and tries to answer the question. If they guess, they can keep the card. If they fail, they put it again with the other cards. The winner will be the group with more cards.

Extension:

Encourage your students to prepare their own questions and challenge the other teams. The team who guesses more answers wins.

• WORKSHEET 7: STORY TIME

Instructions for teachers:

Organise the class into pairs. Give each pair a set of cut up story cards. Ask them to take turns telling each other the story, putting the cards in the correct order as they do so. More advanced students can make up their own stories without using the cards.

Extension: role play

Organise the class into pairs. Tell pupils to take the roles of the girl and the mum. Ask them to prepare the dialogues and act them out in front of their classmates.

• WORKSHEET 8: GRANDPARENTS

Instructions for teachers:

Organise the class into pairs. Photocopy and hand out the information gap cards, giving card A to all the Student As, and card B to all the Student Bs. Explain that some of the information on the cards is missing, and that they must ask each other questions in order to find the missing information. Ask confident pupils to come to the front of the class. Ask them to demonstrate the first question to the class. Get the class to do the information gap, asking and answering questions and writing the missing information on their cards. Go through the answers with the class.

Extension:

a) Tell your students to talk about their grandparents. They can answer the questions on the cards or give new information.

b) Verb tennis: Organise the class into two teams. One member of team A says a verb in the present tense. A member of team B has to say and spell the past participle form of the verb or if they haven't studied it, the past simple. If it is correct, that team wins a point. Then, it's the turn of team B, and so on. The winner is the team with the most points.

WORKSHEET 2

Test 3
Listening

Part 1
– 5 questions –

Listen and draw lines. There is one example.

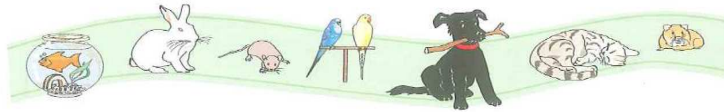
Mary John Paul William

44 Peter Katy Jane

Part 2

– 5 questions –

Listen and write. There is one example.



Homework – About a pet

- Mum's pet: a rabbit
- 1 Found where: in
- 2 Name:
- 3 Favourite food:
- 4 Colour:
- 5 Lived in:

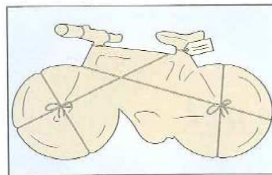
Test 3

Part 3

– 5 questions –

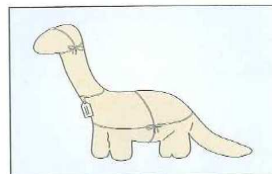
Where must Richard take each thing?

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

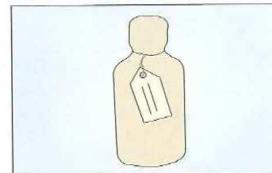


a bicycle

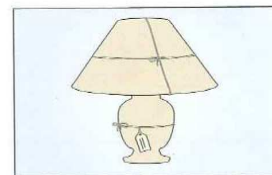
B



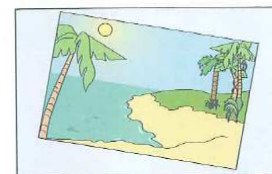
a toy dinosaur



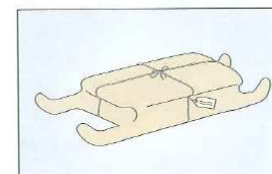
some medicine



a lamp

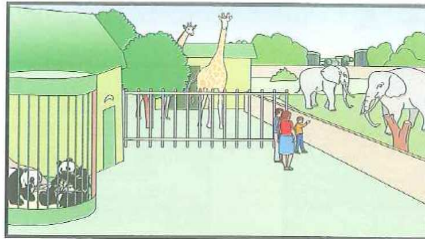


a postcard

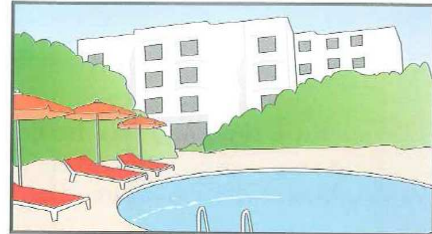


a sledge

Listening



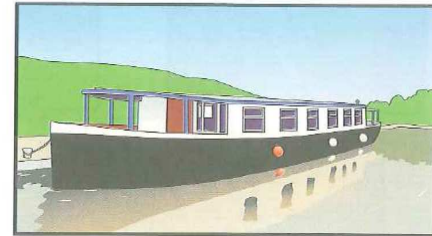
A



B



C



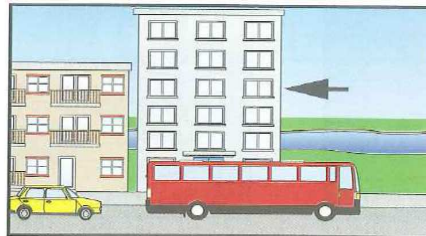
D



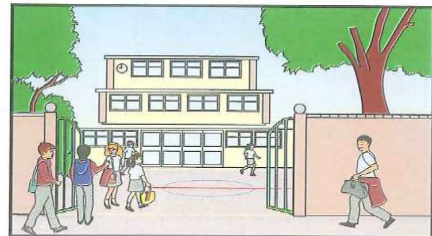
E



F



G



H

Test 3

Part 4

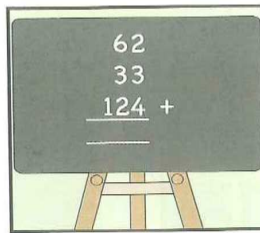
– 5 questions –

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

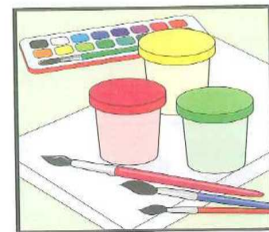
Which lesson did David like best at school today?



A ☐

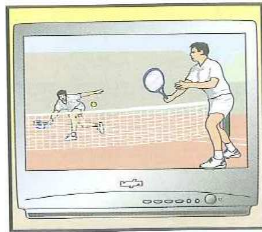


B ☐

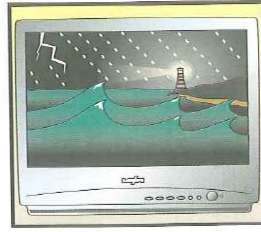


C ☒

1 Which programme does David want to watch on TV?



A ☐



B ☐

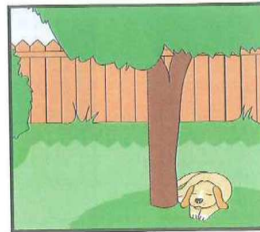


C ☐

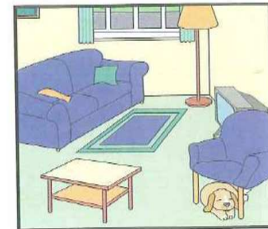
2 Where's David's dog?



A ☐



B ☐



C ☐

Listening

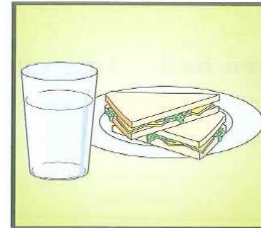
3 What must David tidy?



A ☐

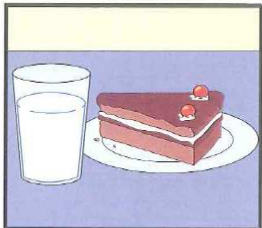


B ☐



C ☐

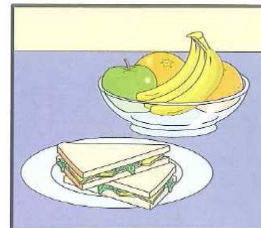
4 What does David want to eat now?



A ☐

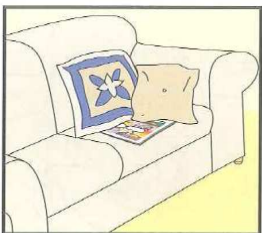


B ☐



C ☐

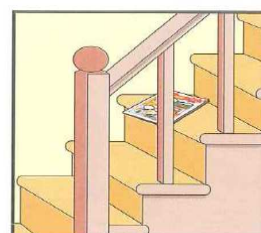
5 Where's David's comic now?



A ☐



B ☐



C ☐

Test 3

Part 5

– 5 questions –

Listen and colour and draw and write. There is one example.



WORKSHEET 3

Test 3

Reading and Writing

Part 1

– 10 questions –

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

a mechanic

a station

pilots

bridges

These are often made of wool and if you wear them in cold weather, your hands don't get cold.gloves.....

nurses

- 1 You enjoy going in these if you like flying. You can sometimes see them in the sky or at airports.

.....

lorries

- 2 You often walk over these when you cross rivers or roads. Traffic can go over bigger ones.

.....

shorts

- 3 This person plays a sport for his job. He must run fast and kick a ball.

.....

ambulances

- 4 If you want to go somewhere in your town but you don't have a car and there's no bus, you can go in this.

.....

a taxi

- 5 Some people have to wear these at work or at school so everyone looks the same.

.....

- 6 If you have a problem with your car, this person can help you.

.....

gloves

- 7 When people need to catch trains, they must go to this place.

.....

uniforms

- 8 People use these to take big or heavy things by road from factories to shops, for example.

.....

a street

- 9 Some people like to wear these if the weather is hot and sunny.

.....

- 10 These people work in hospitals and they help people who are ill.

.....

belts

planes

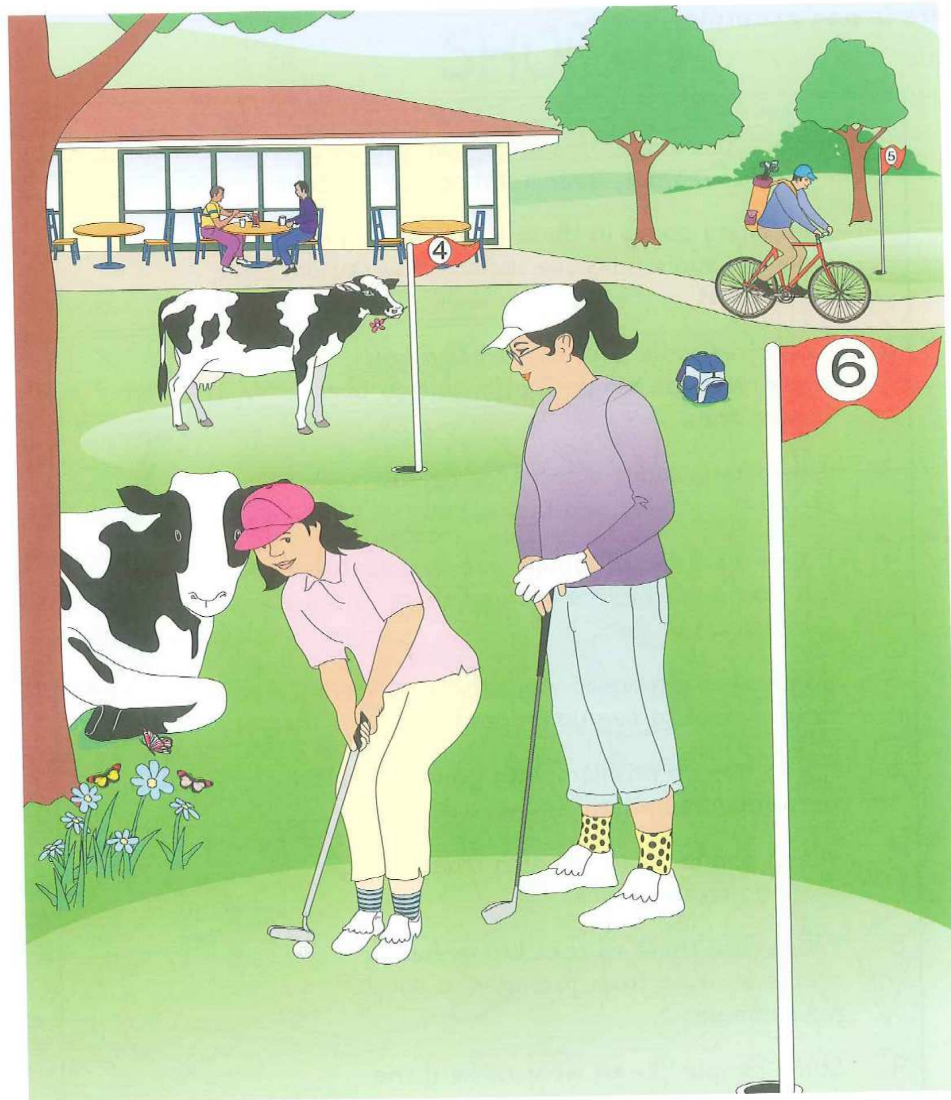
a footballer

Test 3

Part 2

– 7 questions –

Look and read. Write **yes** or **no**.



Examples

There are three round tables outside the café.

yes
.....

Two people are riding bicycles in the picture.

no
.....

52

Reading and Writing

Questions

- 1 There's a different number on each of the three flags.
- 2 You can see some butterflies in the air just above the flowers.
- 3 Both the people who are at the front of the picture are wearing socks with stripes on them.
- 4 The woman is carrying some glasses in her left hand.
- 5 One of the cows is lying down and the other cow is eating some grass.
- 6 There are a few little white balls by the girl's feet.
- 7 Someone has put a rucksack on the ground.

Test 3

Part 3

– 5 questions –

Jack is talking to his brother Tom. What does Tom say?

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

You do not need to use all the letters. There is one example.











Example



Jack: Shall we go to the cinema tonight, Tom?



Tom: G

- 1  **Jack:** Why can't you come?
 **Tom:**
- 2  **Jack:** Oh! I'll ask Michael then.
 **Tom:**
- 3  **Jack:** Can I ride your bike to the cinema?
 **Tom:**
- 4  **Jack:** I want to see that film called 'The Lost Planet'.
 **Tom:**
- 5  **Jack:** Well, I'll tell you about it later.
 **Tom:**

Reading and Writing



- A No, I need it.
- B Thanks. Have a great time.
- C Because I've got my piano lesson.
- D Would you like some?
- E Good idea. Call him on my phone.
- F At about seven o'clock, I think.
- G No I'm sorry, I can't. **(Example)**
- H Oh! I read about that one.
It's good!

Test 3

Part 4
– 6 questions –

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



Last winter was very cold in William's village and people

often couldn't use their cars because the roads were full of snow. One morning, William's mother got up and looked out of the window.

"(1) up, William!" she shouted. "The weather's terrible again but you still have to go to school."

Snow fell from big, grey (2) in the sky and all the gardens and houses were white. It looked very cold outside.

Suddenly, William's mother heard the phone downstairs. She picked it up and spoke to someone for a few minutes then went

(3) again. She opened William's bedroom door and

Reading and Writing

said, "That was your teacher on the phone. There's too much snow so the school bus can't come today."

"Excellent!" said William and jumped out of bed. "I can

(4) down the hill to my friend's house and we can make some (5) together."

Example				
village	upstairs	clouds	already	wake
drivers	snowmen	bring	ski	bird

(6) Now choose the best name for this story.

Tick one box.

A friend phones William

☐

William has a bad cold

☐

No school for William

☐

Test 3

Part 5
– 7 questions –

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

The new computer



Tony and his mother bought a computer and took it home in the car. They carried the box into the dining room and put the new computer on the table.

"I can use the computer to study for university," said Tony's mother. "You and your sister can play on it, we can all write letters on it and you can use it for homework too."

"What shall we do on the computer first, Mum?" Tony asked. "We'll write a nice letter to your grandma. We can post it in town later. We must go to the shop at five o'clock to get some food for dinner," she answered.

It took a long time to write the letter because they had to learn a lot of things about the computer. Tony and his mother didn't look at the clock. When Tony's father and older sister came home, Tony and his mum were still working on the computer. It was six o'clock! "Hello! What's for dinner?" Tony's dad asked.

Tony's mother looked at the clock. It was too late to buy some chicken and salad from the shop because it closed at half past five. "We can have some bread and jam to eat this evening," Mum said. "There isn't anything else!"

Reading and Writing

Examples

Tony and his mother bought the new computer.

They put the computer in the dining room.

Questions

- 1 Tony's mum wants to do her work for
..... on the computer.
- 2 All the family can on the new
computer.
- 3 They decided to write to Tony's
- 4 Tony's mother had to buy later that
afternoon.
- 5 They didn't look at when they were
using the computer.
- 6 Tony's dad and sister arrived home at
- 7 There was only for the family's
dinner.

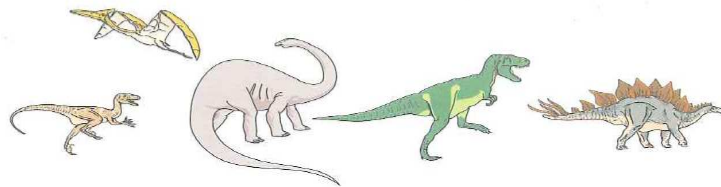
Test 3

Part 6

– 10 questions –

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

Dinosaurs



Example

Perhaps some of the most interesting animals that have ever lived on our planet were dinosaurs. They lived here about

- 1 100,000,000 years The first dinosaurs had short, fat
- 2 legs and big heads and they looked very big lizards.
- This kind of dinosaur often walked on two legs.
- 3 Later in history, dinosaurs' necks were longer and
- bodies were very heavy so they couldn't stand on just two legs.
- 4 They lived in wet places. They had short teeth
- 5 they used to eat plants in the forests there.
- 6 Some dinosaurs were too heavy to on the ground all
- 7 the time. animals often had to live by rivers so they
- could stand in water for part of the time.
- 8 Dinosaurs are extinct now we can read about them in
- 9 books and look at pictures them. Perhaps, in a dark
- 10 cave somewhere, someone find a dinosaur's egg one
- day.

What do you think?

Reading and Writing

Example	a	the	an
1	after	since	ago
2	then	like	when
3	your	their	its
4	ever	usually	yet
5	which	whose	what
6	walk	walking	walked
7	That	This	These
8	but	or	if
9	of	for	from
10	does	will	is

Test 3

Part 7

– 5 questions –

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

Example

- Dear Aunt Sally,
- Thankyou..... very much for my lovely birthday present.
When I opened it, I was very happy because I wanted a CD player
1 and now I've one!
- 2 Dad bought me three CDs last week so I can listen
them in my bedroom now!
- I had an excellent party with all my friends. We played a lot
3 of different in the living room and Mum made a
4 birthday cake. We going to come and see you
5 week.
- Love from
Sarah

Test 3 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Mary and the girl brushing the singer's hair
- 2 Peter and the person giving a newspaper to the woman
- 3 Katy and the singer on the right with a big watch
- 4 William and the man at the front of the picture, looking for a comb
- 5 Jane and the woman sitting down with a cup

Part 2 (5 marks)

- 1 (a/the/their) tent 2 Horris (correct spelling) 3 vegetables
4 brown 5 (the/their/her/Mum's) garden

Part 3 (5 marks)

- 1 A sledge – G – flats 2 A lamp – C – chemist(?s)
3 A toy dinosaur – H – school 4 Some medicine – F – airport
5 A postcard – E – hospital

Part 4 (5 marks)

- 1 B 2 B 3 A 4 A 5 C

Part 5 (5 marks)

- 1 Colour the mother's handbag – pink
- 2 Write 'MUSIC' in front of 'SHOP'
- 3 Draw a drum on the top shelf in the window – colour the drum purple
- 4 Colour the girl's umbrella – green
- 5 Colour the envelope on the ground – blue

TRANSCRIPT *Hello. This is the Cambridge Flyers Practice Listening Test, Test 3.*

Part 1 Listen and look. There is one example.

[pause]

GIRL: Look, Mr Banks, my big sister took me to meet a famous photographer.

MAN: That's interesting. And you've got a photo of the day!

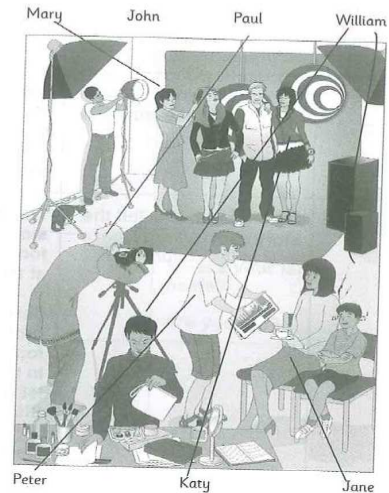
GIRL: Yes. Look! The photographer had to take some pictures of some singers.

MAN: And what's the photographer's name?
GIRL: Paul.

[pause]

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

[pause]



1

MAN: Which one's your sister?

GIRL: She's over there with the singers. Can you see her? She's brushing the girl's hair.

MAN: Oh, yes. Does she work for the photographer then?

GIRL: Yes. Her name's Mary. She's worked there for a long time.

[pause]

2

GIRL: And there's Peter. He works there too.
MAN: The man with the lights?

GIRL: No, I don't know *his* name. I mean the person with the newspaper.

MAN: Oh, yes. I see now. Why is he giving it to the woman?

GIRL: I don't know.

[pause]

Test 3 Answers

3

MAN: And who are the singers? Are they famous too?
GIRL: Yes, but I don't know all their names. Only the girl on the right talked to me ...
MAN: And who's she?
GIRL: Katy. I love her big watch. Can you see it?
MAN: Yes, I can.

[pause]

4

GIRL: And there's William.
MAN: The man in the front of the picture?
GIRL: Yes. He's looking for something.
MAN: What's he lost?
GIRL: It was a comb, but he found it.
MAN: Oh, yes.

[pause]

5

MAN: And who's the person who's sitting down?
GIRL: The little boy?
MAN: No, the other person. She's got a cup of tea ... or coffee perhaps ... in her hand.
GIRL: Oh, that's Jane. She's the mother of one of the singers. She came to watch.
MAN: It looks very interesting there.
GIRL: It was. I had a great day.

Now listen to Part 1 again.

[The recording is repeated.]

That is the end of Part 1.

[pause]

Part 2 Listen and look. There is one example.

[pause]

BOY: Mum, did you have a pet when you were young?
WOMAN: Yes. Why?
BOY: Because we have to write about pets for homework.
WOMAN: Well, when I was about five, my father found a rabbit.
BOY: And was that your pet, Mum?
WOMAN: Yes, but all the family loved it.

[pause]

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

[pause]

BOY: Where did your dad find the rabbit?
WOMAN: Well, he went camping with my brother one weekend and he found the rabbit in their tent.
BOY: And didn't it hop away?
WOMAN: No, it didn't.
BOY: And did your rabbit have a name? Can you remember it?

WOMAN: Oh, yes, because I chose it. We called it Horris.
BOY: That's a strange name. How do you spell it?
WOMAN: H-O-R-R-I-S. It was the name of a rabbit in a television programme.
BOY: Oh. And did you give it grass to eat?
WOMAN: Well, it ate grass, but we gave it vegetables. Rabbits like those best.
BOY: Oh, yes. And what colour was it?
WOMAN: It was brown and it had very long ears and a soft coat. It was very good at jumping!
BOY: And where did it live? In your bedroom?
WOMAN: No, in the garden. Rabbits don't like living inside.
BOY: And did you often play with it?
WOMAN: Oh, yes. Every day!
BOY: Well, perhaps one day we could have a rabbit too!
WOMAN: Hmmmm.

Now listen to Part 2 again.

[The recording is repeated.]

That is the end of Part 2.

[pause]

Part 3 Listen and look. There is one example.

[pause]

Where must Richard take each thing?

[pause]

GIRL: You've got a lot of things to take to town today, Richard! Do you enjoy working for the post office?
MAN: Yes, I do. And all these things have to go to different places. This is the largest and heaviest one. Look! It's a new bicycle. I have to take it to the hotel. It's for a boy who lives there. He'll have a lot of fun with it.

[pause]

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

[pause]

GIRL: This looks funny. What is it?
MAN: It's a sledge. Let me see, where's it going? Oh yes, 14 Water Street. That's those flats near the boats on the river. I have to take it to a family called White. They live in a flat on the third floor.
GIRL: I'd like to live there!

[pause]

GIRL: And where must you take this one?
MAN: Oh, that! I think it's a lamp. And an expensive one too! Let's see. Where's the address? Oh, here it is. It's for Mr Cave, the artist. He lives above the chemist's in Green Street. I think I'll go there first.

Test 3 Answers

[pause]

GIRL: And that's a strange thing to post! What is it? It's very big.
MAN: It's a toy dinosaur. It is big, but it's not heavy. The zoo sent it. I have to take it to the school. The children will love it, I'm sure.

[pause]

GIRL: And what about this one? Where must you take that?
MAN: Oh ... yes. I mustn't forget that one. Look! It says 'important' next to the address. It's a bottle of something for someone that works at the airport. Perhaps it's medicine. The address is difficult to read but I'll find her office.

[pause]

GIRL: And what else have you got to do today?
MAN: Well, last of all, I have to take this to the hospital. It's for one of the doctors there. It's a postcard from his parents. I know because I read it! They say they're having a great time and they don't want to come home! But now, I must put all these things in my truck. Where are my keys?
GIRL: Here they are!

Now listen to Part 3 again.

[The recording is repeated.]

That is the end of Part 3.

[pause]

Part 4 *Listen and look. There is one example.*

[pause]

Which lesson did David like best at school today?

[pause]

WOMAN: Hello David! Did you have a good day at school?

BOY: Yes, thanks, Mum. Maths was difficult, but I enjoyed art today!

WOMAN: What did you do?

BOY: We brought in some leaves from the playground and painted them. It was my best lesson today.

WOMAN: And what about your hockey lesson?

BOY: We couldn't have it because our teacher was ill.

[pause]

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

[pause]

1 *Which programme does David want to watch on TV?*

BOY: Can I watch television in half an hour?
WOMAN: Which programme do you want to see? The one about the circus again?

BOY: Not that one. It's a programme about storms. We're learning about them at school.

WOMAN: All right. And I must remember, there's tennis at seven o'clock! I want to watch that.

[pause]

2 *Where's David's dog?*

BOY: Where's the dog?

WOMAN: Perhaps he's outside under the trees, David.

BOY: Well, I didn't see him there. And I've looked in the living room and under your car.

WOMAN: Well, call his name.

BOY: Spot! Oh! There he is. You were right! He was in the garden!

[pause]

3 *What must David tidy?*

WOMAN: Before you watch television, you need to tidy your things, David.

BOY: Oh, not again. I hate tidying my clothes.

WOMAN: I didn't mean your clothes. I meant your computer and school books.

BOY: Oh, OK. I'll do it in a minute. Can I have something to eat first?

WOMAN: No. Put that drink down and go and do it now.

[pause]

4 *What does David want to eat now?*

BOY: I've done it! It's all tidy now.

WOMAN: Good. Would you like a sandwich and some fruit now?

BOY: Can I just have a piece of cake and some more milk?

WOMAN: Well, all right. But we've got pizza for dinner so don't eat too much.

BOY: OK.

[pause]

5 *Where's David's comic now?*

BOY: And can you see my comic, Mum? It was on top of the fridge this morning.

WOMAN: It's on the stairs.

BOY: Thanks. There's a good story in it about living on another planet!

WOMAN: Well, let's sit down on the sofa and read it together. Then you can watch your programme.

BOY: OK.

Now listen to Part 4 again.

[The recording is repeated.]

That is the end of Part 4.

[pause]

Test 3 Answers

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

[pause]

- MAN: Shall we look at this picture now?
GIRL: Yes. Look at the rain! All the people are wet in this street.
MAN: Yes, they are. Can you see the man at the front?
GIRL: Yes. He's phoning someone. Can I colour his telephone?
MAN: Yes, please. Colour it orange.
GIRL: OK.

[pause]

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

[pause]

1

- GIRL: Now, what else must I colour? One of the handbags?
MAN: Yes, if you like. Colour the one that the mother's carrying.
GIRL: OK. But can I choose the colour?
MAN: Yes, you can. What's your favourite?
GIRL: Pink. I'll use that colour.
MAN: All right.

[pause]

2

- MAN: Would you like to write something on this picture too?
GIRL: Oh, yes. I like writing. What can I write?
MAN: Can you see the word 'SHOP'? It's in big letters.
GIRL: Yes.
MAN: OK. Then write the word 'MUSIC' in front of it.
GIRL: All right. I can spell that. I'll do that now.
MAN: Good.

[pause]

3

- GIRL: And can I draw something *in* the shop?
MAN: Yes. How about a drum? Can you draw that?
GIRL: Yes, but where shall I put it?
MAN: Put it on the top shelf. There's only a book there now.
GIRL: All right. And I'll colour it purple.
MAN: OK.

[pause]

4

- GIRL: Can I colour the mother's umbrella too?
MAN: Well, let's colour the other one ... the one that the little girl's got in her hand.
GIRL: OK. And can I colour it green?
MAN: Yes. That's my favourite colour.
GIRL: Is it?

MAN: Yes!

[pause]

5

- MAN: Now, we need to colour one more thing.
GIRL: How about the envelope. Can you see it?
MAN: The one on the ground? It's getting wet.
GIRL: I know. Shall I use brown? We haven't used that colour yet.
MAN: No, use blue. Perhaps there's a birthday card inside it.
GIRL: Well, it looks better now. Have I finished?
MAN: Yes. Thank you.

Now listen to Part 5 again.

[The recording is repeated.]

That is the end of the Flyers Practice Listening Test 3.

Reading and Writing

Part 1 (10 marks)

- | | | |
|-------------|------------|----------------|
| 1 planes | 2 bridges | 3 a footballer |
| 4 a taxi | 5 uniforms | 6 a mechanic |
| 7 a station | 8 lorries | 9 shorts |
| 10 nurses | | |

Part 2 (7 marks)

- | | | |
|-------|-------|------|
| 1 yes | 2 yes | 3 no |
| 4 no | 5 no | 6 no |
| 7 yes | | |

Part 3 (5 marks)

- 1 C 2 E 3 A 4 H 5 B

Part 4 (6 marks)

- 1 Wake 2 clouds 3 upstairs 4 ski 5 snowmen
6 No school for William

Part 5 (7 marks)

- 1 (the) university 2 write letters 3 grandma/
grandmother 4 (some) food (for dinner) 5 the
clock/time 6 6/six (o'clock/pm) 7 (some) bread
and/& jam

Part 6 (10 marks)

- 1 ago 2 like 3 their 4 usually 5 which 6 walk
7 These 8 but 9 of 10 will

Part 7 (5 marks)

- 1 got 2 to 3 games/music/songs/CDs 4 are/re
5 next/this

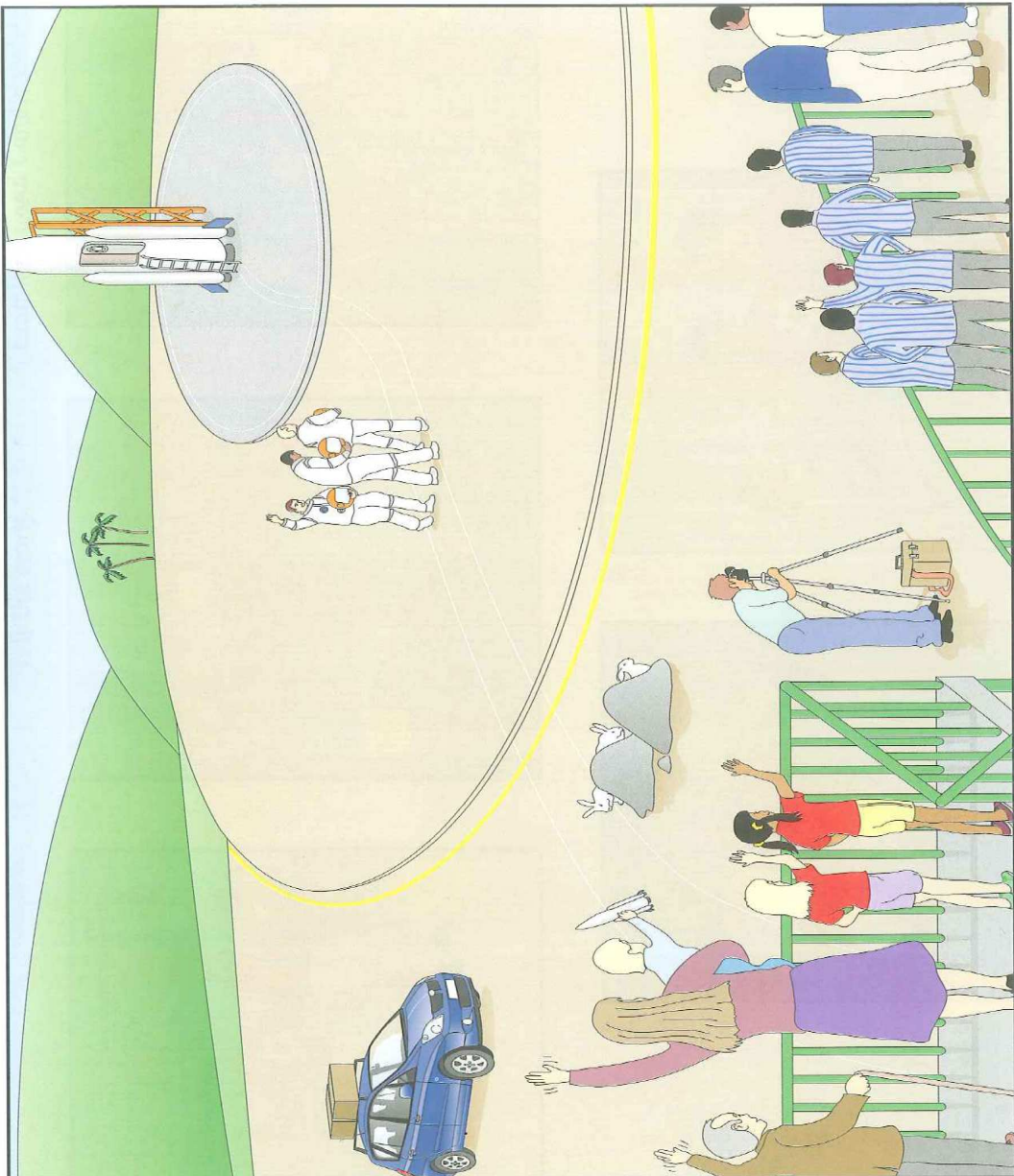
WORKSHEET 4

Test 3

Speaking

Examiner's copy

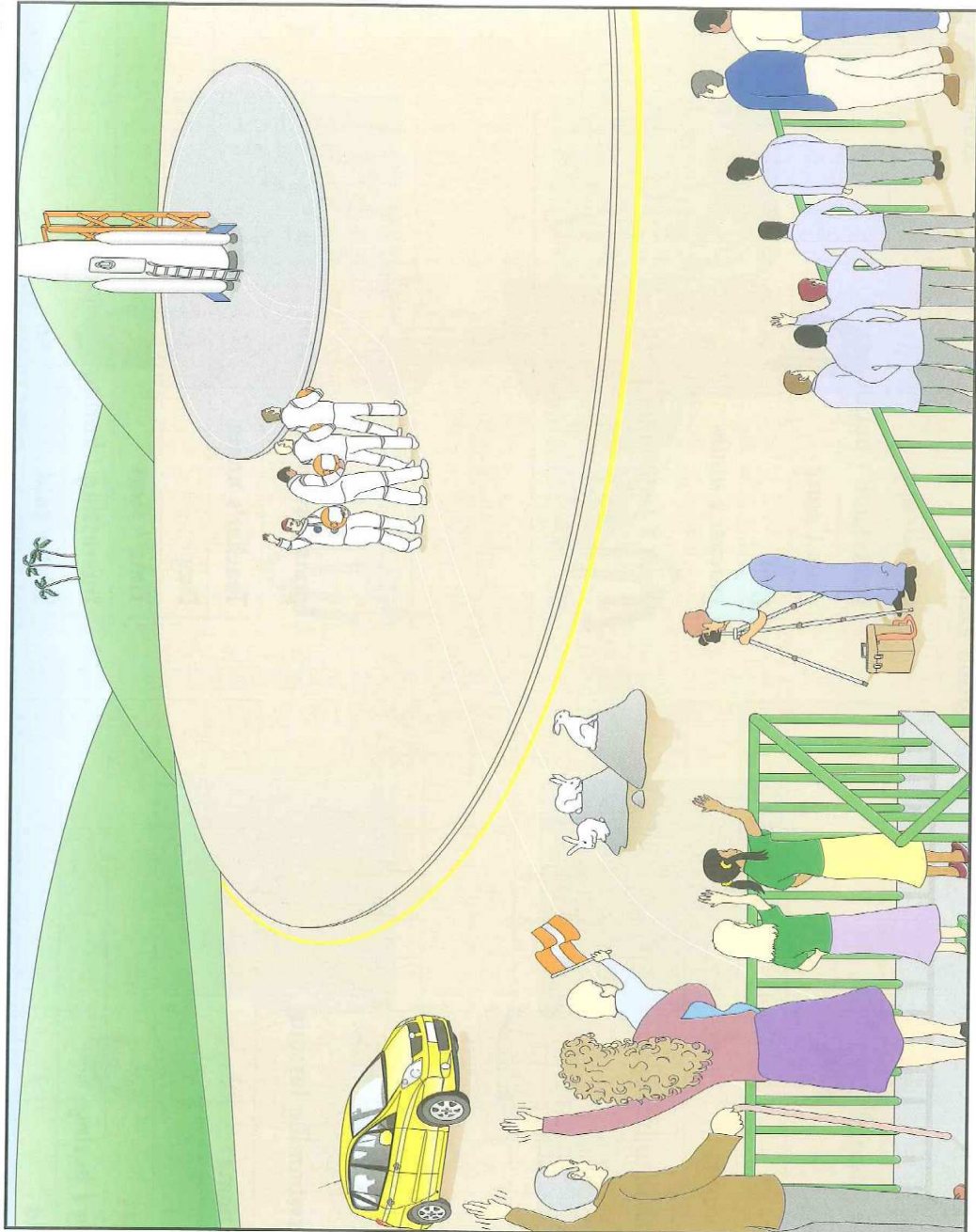
Find the difference



Test 3 Speaking

Candidate's copy

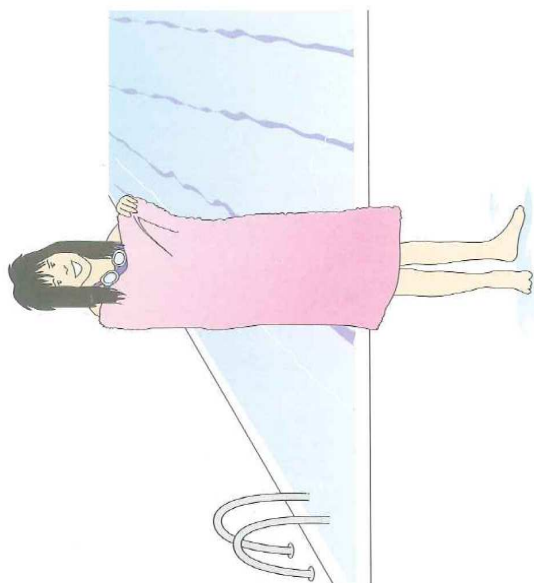
Find the difference



Test 3 Speaking

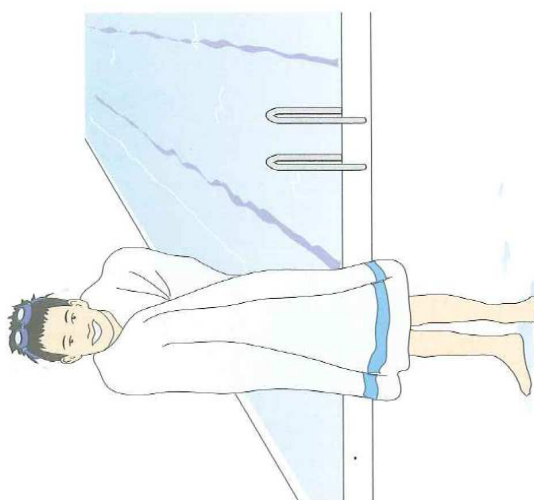
Examiner's copy

Information exchange



Emma's swimming lesson

Teacher's name	Nick
Day	Tuesday
Time / start	4 o'clock
Interesting / boring	interesting
Water cold	no



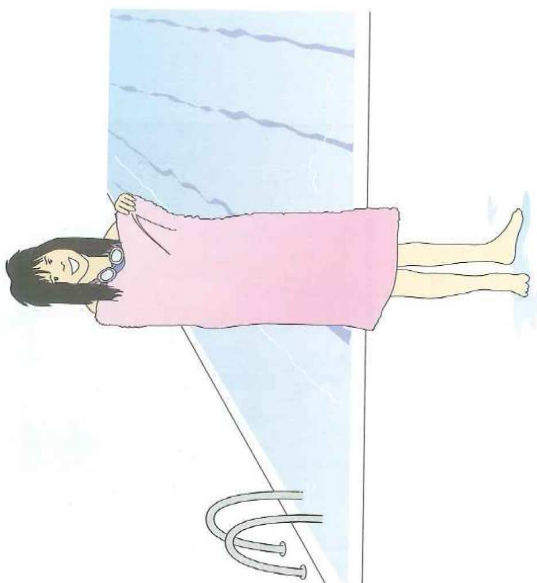
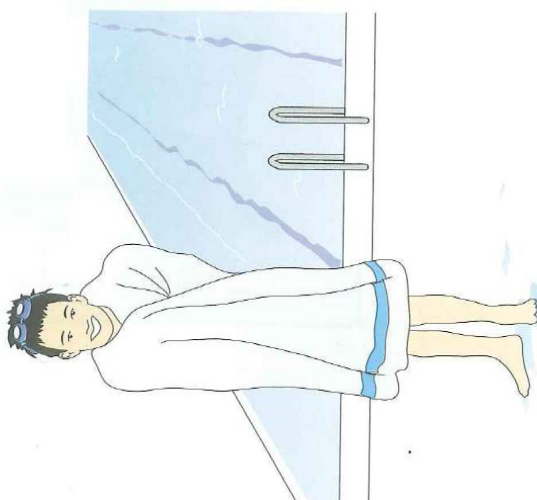
William's swimming lessons

Teacher's name	?
Day	?
Time / start	?
Interesting / boring	?
Water cold	?



Information exchange

Candidate's copy



William's swimming lessons

Teacher's name	Vicky
Day	Saturday
Time / start	9.30
Interesting / boring	boring
Water cold	yes

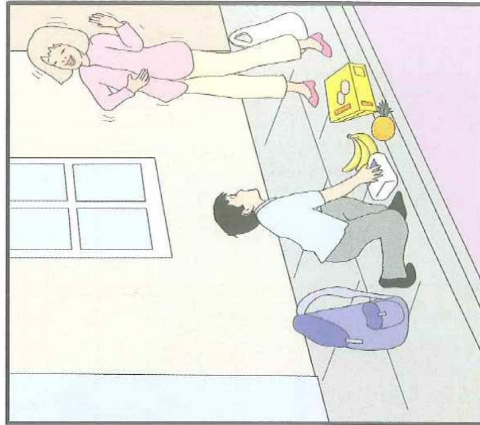
Emma's swimming lesson

Teacher's name	?
Day	?
Time / start	?
Interesting / boring	?
Water cold	?

Test 3 Speaking

Test 3 Speaking

Examiner's and Candidate's copy



3

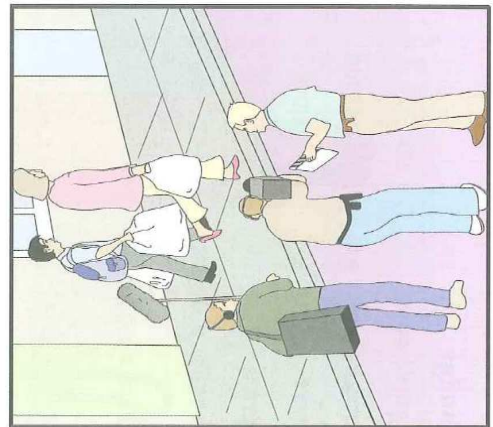
Tell the story



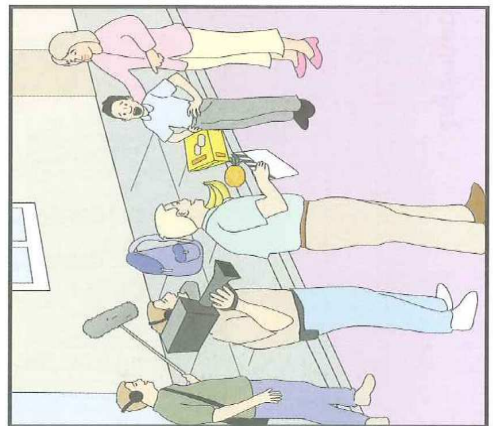
2



1



5



4



Test 3 Answers

Speaking

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Usher brings candidate in.	Usher to examiner: Hello. This is (child's name*). Examiner: Hello *. My name's Jane/Ms Smith. What's your surname? How old are you, *?	Hello. <i>Fernandez</i> <i>ten</i>	What's your family name? Are you ten?
1	Shows candidate both Find the difference pictures. Points to the astronauts in each one. Describes things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, there are three astronauts in my picture, but in your picture there are four. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, the girls are wearing red T-shirts. In my picture, the rabbits are behind the rocks. In my picture, the woman's got straight hair. In my picture, there are some boxes on the car. In my picture, the old man is shorter than the woman. In my picture, the door of the rocket is open.	<i>In my picture, they're wearing green T-shirts.</i> <i>In my picture, the rabbits are on the rocks.</i> <i>In my picture, she's got curly hair.</i> <i>In my picture, there aren't any boxes.</i> <i>In my picture, he's taller than the woman.</i> <i>In my picture, the door of the rocket is closed.</i>	1. Point at relevant difference/s. 2. Repeat statement. 3. Ask back-up question. What colour are the girls' T-shirts? Where are the rabbits? Has the woman got straight hair? Are there any boxes on the car? Is the old man shorter than the woman? Is the door of the rocket open?
2	Shows candidate both swimming lessons information pages. Then points to candidate's information page. Points to William on candidate's page. Asks the questions. Points to Emma on candidate's page.	William and Emma are friends. They both go to swimming lessons. I don't know anything about William's swimming lessons, but you do. So I'm going to ask you some questions. What's William's teacher's name? Are the lessons interesting or boring? Is the water cold? What day does William have lessons? What time do the lessons start? Now you don't know anything about Emma's lessons, so you ask me some questions.	<i>Vicky</i> <i>boring</i> <i>yes</i> <i>(on) Saturday</i> <i>(at) half past nine</i>	Point at the information if necessary.

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

Test 3 Answers

Part	Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions:
	Responds using information on examiner's page.	<i>Nick</i> <i>on Tuesday</i> <i>at 4 o'clock</i> <i>interesting</i> <i>No it isn't.</i>	<i>What is Emma's teacher's name?</i> <i>What day does she have lessons?</i> <i>What time do they start?</i> <i>Are the lessons interesting or boring?</i> <i>Is the water cold?</i>	Point at information cues if necessary.
3	Shows candidate Tell the story card. Allows time to look at the pictures.	These pictures tell a story. It's called 'Peter is in a film'. Just look at the pictures first. Peter is walking home. He can see a woman with some heavy bags. There are some people making a film of the woman, but Peter doesn't see them. Now you tell the story.	<i>The woman's bag has broken. Everything has fallen on the road.</i> <i>Peter's helping. The woman is laughing.</i> <i>Peter can see the film people now. They are laughing too.</i> <i>Peter is in the film. He's carrying the woman's shopping.</i>	1. Point at the pictures. 2. Ask questions about the pictures. Has the woman's bag broken? What's Peter doing? Who can Peter see now? Is Peter in the film? What's he doing?
4	Puts the pictures away and turns to the candidate.	Now let's talk about food and drink. What do you eat for breakfast? What's your favourite drink? Who usually cooks in your house? What time do you usually have dinner? Tell me about the food you eat at the weekend.	<i>bread</i> <i>milk</i> <i>my mother</i> <i>at half past six</i> <i>I eat pizza.</i> <i>I like going to restaurants.</i> <i>I have chicken and rice for lunch on Sunday.</i>	Do you eat <i>bread</i> ? Do you like <i>milk</i> ? Does your mother cook? Do you have dinner at <i>half past six</i> ? Do you eat <i>pizza</i> at the weekend? Do you like going to <i>restaurants</i> ? What do you have for lunch on Sunday**?
		OK, thank you*. Goodbye.	Goodbye.	

** or substitute another day that is appropriate to your country.

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

WORKSHEET 6

The Fantastic Flyers Game cards

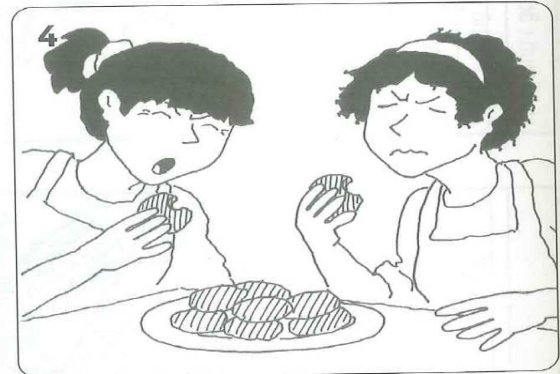
1 What time is it?	2 What subjects have you got today?	3 What date is it today?	4 What's the weather like today?
5 What are you going to do after school today?	6 Why are the Wright brothers famous?	7 What do you want to do when you leave school?	8 What is chocolate made from?
9 Have you ever ridden a horse?	10 Where is the Red Sea?	11 What were you doing yesterday at 12 o'clock?	12 What king or queen lived in the Tower of London, long ago?
13 Why do people wear red at Chinese New Year?	14 Name three kinds of food that are good for you.	15 How do you get from the classroom to the playground?	16 Name three animals that live in Australia.
17 What will the weather be like next weekend?	18 Say three things that you think will be different in the future.	19 What do you know about dinosaurs?	20 How did people in Greenland travel many years ago?

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WORKSHEET 7

Flyers Speaking

Set 3



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PT24

WORKSHEET 8

UNIT
5

A Betty's grandparents



A Betty's grandparents		B William's grandparents	
How old?	Grandpa - 78 Grandma - 77	How old?	
How many years / been married?	for 50 years	How many years / been married?	
How many grandchildren / have?	seven	How many grandchildren / have?	
How long / lived in this house?	since 1998	How long / lived in this house?	
How many countries / visited?	four	How many countries / visited?	

B William's grandparents



A Betty's grandparents		B William's grandparents	
How old?		How old?	Grandpa - 80 Grandma - 72
How many years / been married?		How many years / been married?	for 31 years
How many grandchildren / have?		How many grandchildren / have?	five
How long / lived in this house?		How long / lived in this house?	since 2001
How many countries / visited?		How many countries / visited?	25