



**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

# Cambridge English Young Learners

Young Learners English Tests (YLE)

*Handbook for Teachers*

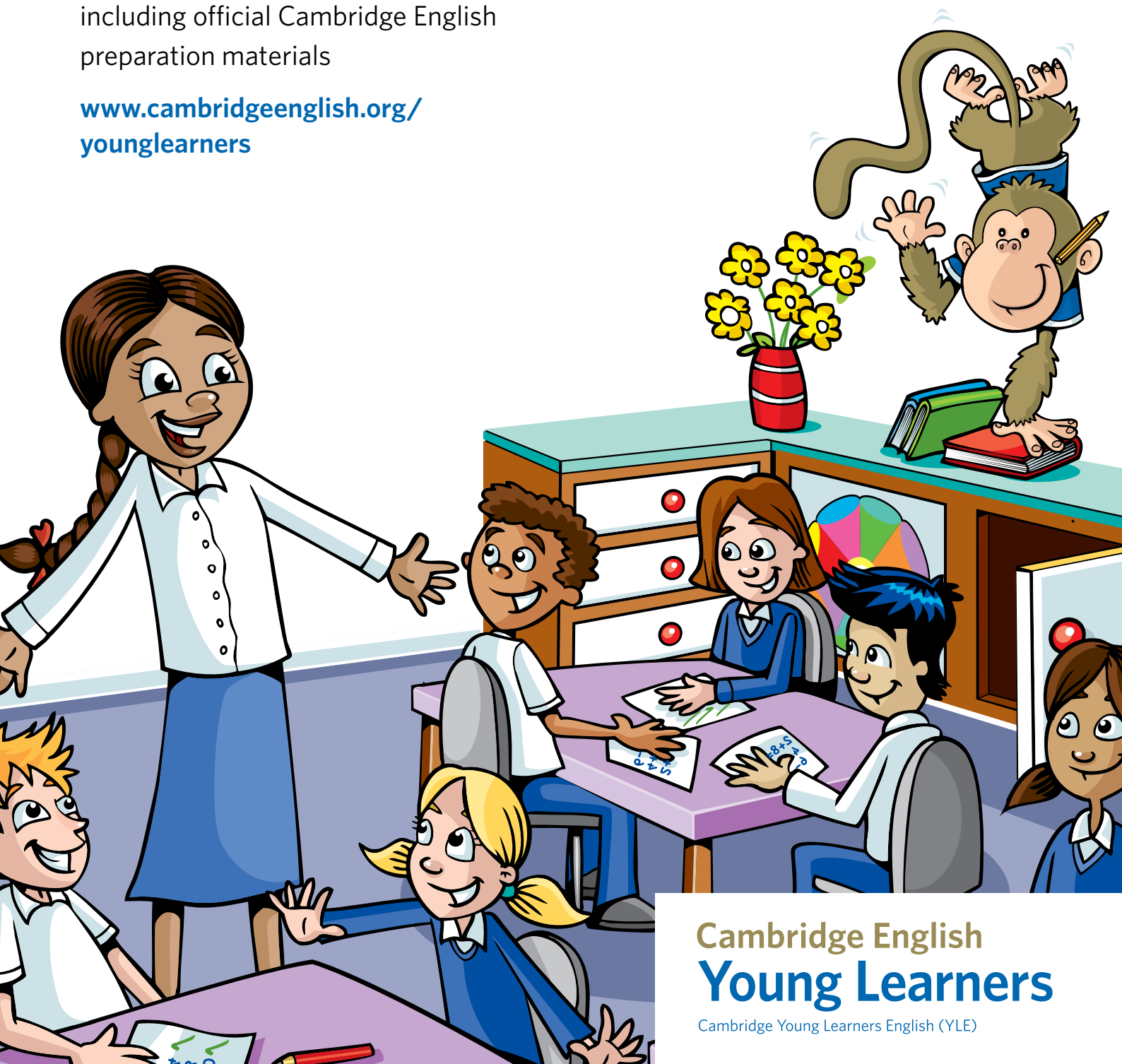
*Starters Movers Flyers*



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Cambridge English  
**Young Learners**

Cambridge Young Learners English (YLE)

## 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](mailto:marketingsupport@cambridgeenglish.org)

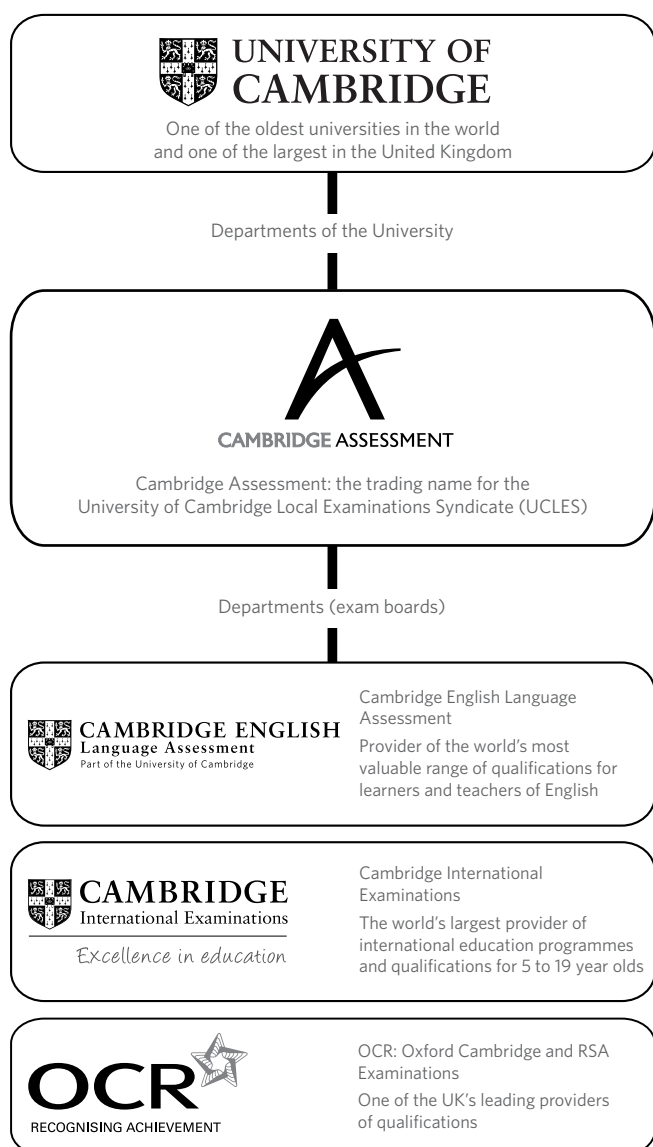
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## About us

*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.

Cambridge English Language Assessment is 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

We offer the world's leading range of qualifications for learners and teachers of English. Over 4 million people take Cambridge English exams each year in 130 countries.

We offer assessments across the full spectrum of language ability.

We provide examinations for schoolchildren, for general communication, for professional and academic purposes and also specialist legal and financial 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](http://www.cambridgeenglish.org/cefr)

In addition to our own programmes of world-leading research, we work closely with professional bodies, industry professionals and governments to ensure that our exams remain fair and relevant to candidates of all backgrounds and to a wide range of stakeholders.

## 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 – as well as knowledge of language structure and its use
- 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, and by continuous monitoring of the marking and grading of all Cambridge English exams. Of particular importance is the rigorous set of procedures which are used in the production of question papers.

All systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2008 standard for quality management and are designed around five essential principles:

- **Validity** – are our exams an authentic test of real-life English?
- **Reliability** – do our exams behave consistently and fairly?
- **Impact** – does our assessment have a positive effect on teaching and learning?
- **Practicality** – does our assessment meet learners' needs within available resources?
- **Quality** – how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from [www.cambridgeenglish.org/principles](http://www.cambridgeenglish.org/principles)

## Introduction to Cambridge English: Young Learners

*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 at pre-A1, A1 and A2 levels. The *Flyers* test is roughly equivalent to *Cambridge English: Key for Schools* in terms of difficulty, but the words and contexts covered are suitable for younger children.

## Marks and results

In the Reading and 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, which focuses on what they can do (rather than what they can't do) and gives the children credit for having taken part in the test.

The *Cambridge 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. This commitment to fairness covers:

### • Special arrangements

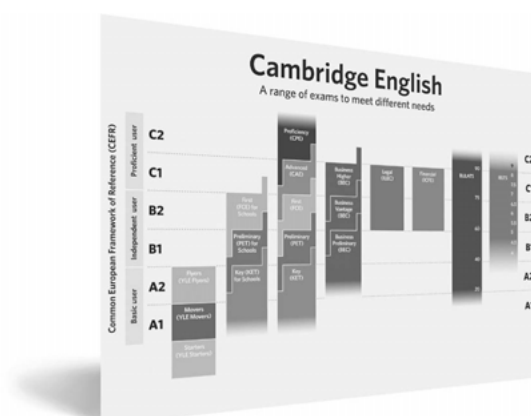
These are available for candidates with a permanent or long-term disability. Consult the Cambridge English Centre Exams Manager (CEM) in your area for more details as soon as you become aware of a candidate who may need special arrangements.

### • Special consideration

Cambridge English Language Assessment will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.

### • Malpractice

We will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.



## 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](http://www.cambridgeenglish.org/prepare)

### Support for teachers

#### Teaching Support website

This website provides an invaluable, user-friendly, free resource for all teachers preparing for our exams. It includes:

- general information – handbooks for teachers and sample papers
- detailed 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 – the whole range of Cambridge English Teaching Qualifications
- seminars and webinars – a wide range of exam-specific seminars and live and recorded webinars for new and experienced teachers.

[www.cambridgeenglish.org/teachingsupport](http://www.cambridgeenglish.org/teachingsupport)



### Cambridge English Teacher for professional development

Developed by Cambridge University Press and Cambridge English Language Assessment, Cambridge English Teacher provides opportunities for English teachers to engage in continuing professional development through online courses, share best practice and network with other ELT professionals worldwide. Membership includes the *How to teach Cambridge Young Learners* course.

[www.cambridgeenglishteacher.org](http://www.cambridgeenglishteacher.org)

#### Teacher webinars

You can find out more about our exams at our free online seminars for teachers. Led by a team of experts, the webinars give teachers the opportunity to ask questions and download:

- support materials
- a certificate of attendance
- a recording of the presentation.

[www.cambridgeenglish.org/webinars](http://www.cambridgeenglish.org/webinars)

#### Country-specific websites

Dedicated websites are also available in some countries. Please visit [www.cambridgeenglish.org](http://www.cambridgeenglish.org) for more information.

### Support for candidates

Information and advice for candidates, and for parents whose children are taking *Cambridge English: Young Learners*, can be found at [www.cambridgeenglish.org/younglearners](http://www.cambridgeenglish.org/younglearners)

### Official preparation materials

A comprehensive range of **official Cambridge English** preparation materials is available from Cambridge English Language Assessment and Cambridge University Press.

Materials include printed and digital resources to support teachers and help learners prepare for their exam.

Find out more at [www.cambridgeenglish.org/prepare-and-practise](http://www.cambridgeenglish.org/prepare-and-practise)

### Exam sessions

Candidates must be entered through a recognised Cambridge English examination centre. Find your nearest centre at

[www.cambridgeenglish.org/centres](http://www.cambridgeenglish.org/centres)

### Further information

Contact your local Cambridge English centre, or Cambridge English Language Assessment direct (using the contact details on the back cover of this handbook) for:

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

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

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

## Can Do summary

The tables below give some examples at each *Cambridge English: Young Learners* level of typical general ability, plus ability in each of the skill areas and in a range of contexts (Social & Leisure and School). These statements are linked to the CEFR.

### Starters

Typical abilities	Listening & Speaking	Reading & Writing
<b>Overall general ability</b>	CAN understand simple sentences about things around them, like 'This is a chair', 'I like my school', 'That's my pen'.  CAN respond to personal questions on topics such as age, family and their home.	CAN recognise the letters of the English alphabet.  CAN write the letters of the English alphabet and spell their name and simple words.
<b>Social &amp; Leisure</b>	CAN understand simple expressions of communication, such as 'Hello', 'How are you?', 'Thank you'.  CAN respond to simple expressions of communication with 'Yes, please', 'Sorry', 'I don't understand'.	CAN read short, simple words and the names of some objects, such as animals, toys, clothes.  CAN write simple sentences about themselves and their family.
<b>School</b>	CAN understand and follow simple classroom instructions given by the teacher, such as 'Open your book', 'Read the question', 'Listen to me'.  CAN listen to and repeat words and phrases appropriate to the level after their teacher.	CAN understand simple written instructions, for example how they should do an exercise in their coursebook.  CAN recognise and copy words, phrases and short sentences from a text, a book, or the board in the classroom.

### Movers

Typical abilities	Listening & Speaking	Reading & Writing
<b>Overall general ability</b>	CAN agree or disagree with someone, using phrases such as 'I think so', 'You are right', 'I don't think so'.  CAN ask questions and use fixed expressions, such as 'How much is/are ...?', 'What's the matter?', 'I'm good at ...'.	CAN understand simple sentences if they read them slowly and several times.  CAN write simple sentences, using words given to them.
<b>Social &amp; Leisure</b>	CAN understand when somebody talks about their family or friends in simple sentences.  CAN ask somebody about how they are and what they like doing and answer similar questions.	CAN understand simple stories and shorter texts with the help of pictures and drawings.  CAN write about what they like doing in their free time, using words given to them.
<b>School</b>	CAN understand instructions given by the teacher in the classroom, such as 'You must do this', 'Take off your coats'.  CAN ask questions about school activities, for example classroom tasks, homework, holidays.	CAN understand signs and simple notices.  CAN continue a story or text that has been started in English or add words that are missing.

### Flyers

Typical abilities	Listening & Speaking	Reading & Writing
<b>Overall general ability</b>	CAN say that they do not understand something or cannot do something, and ask for help, using expressions such as 'Could you say it again, please?'.  CAN talk about a problem in simple terms.	CAN understand longer texts about everyday topics, even if they do not know all the words.  CAN use a dictionary to help them understand a word they do not know.
<b>Social &amp; Leisure</b>	CAN arrange with friends to do something or play together.  CAN make and respond to invitations, suggestions, apologies and requests.	CAN write a short message on a postcard or in an email.  CAN write about how they feel and give reasons why, in simple sentences.
<b>School</b>	CAN understand audio and video clips used in the English lesson.  CAN talk briefly about things they have done, for example about their favourite holiday.	CAN write short dialogues, for example in speech bubbles, picture stories, comics.  CAN make up a story in English using ideas, pictures or words that the teacher gives them.



# 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

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

#### Part 2

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

#### Part 3

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

#### Part 4

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

### Summary of Starters Listening test

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

## Recommendations for candidate preparation

### Part 1

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

Encourage candidates to draw straight lines from each object to its location – this will be much less confusing for them when they are checking their work during the second hearing of the recording. Give plenty of practice in understanding and using prepositional phrases so that candidates realise they must listen carefully for prepositions as well as nouns. In doing this, focus particularly on the prepositions in the *Starters* vocabulary list and make sure that they are clear about the difference between *in* and *on*, and *on* and *under*.

### Part 2

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

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

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

### Part 3

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

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

### Part 4

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

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

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

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

# Starters

## Reading & Writing

20 minutes/25 items

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

### Part 1

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

### Part 2

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

### Part 3

This is a test of knowledge of words and spelling. There are five pictures of objects, each accompanied by the word for the object

given as jumbled letters. The candidate must write the word for each object. Dashes indicate the number of letters in the answer.

### Part 4

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

### Part 5

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

### Summary of Starters Reading & Writing test

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

## Recommendations for candidate preparation

### General comment

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

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

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

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

### Part 1

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

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

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

### Part 2

Give candidates plenty of practice in matching sentences to pictures.

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

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

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

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

### Part 3

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

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

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

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

### Part 4

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

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

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

### Part 5

Train candidates to learn the correct spelling of *Starters* words.

Do exercises which encourage careful reading.

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

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

# Starters Speaking

## 3–5 minutes/5 parts

The Speaking test is a face-to-face test with one examiner and one candidate. It lasts approximately 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 interactive listening ability, production of words and phrases, and pronunciation.

### Part 1

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

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

### Part 2

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

### Part 3

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

### Part 4

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

### Part 5

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

## Summary of Starters Speaking test

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

## Recommendations for candidate preparation

### General comment

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

### Part 1

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

*Where's the snake?*

*Where are the fish?*

### Part 2

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

*Put the bike under the tree.*

*Put the cake in the boat.*

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

### Part 3

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

*What's this?* (elephant)

*What colour is it?* (grey)

*How many elephants are there?* (two)

*What's the boy doing?* (drinking)

### Parts 4 and 5

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

*How old are you?*

*What's your friend's name?*

*Is your house/flat/apartment big or small?*

*Can you play table tennis?*

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

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

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

## Starters topics

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

# Starters

## grammar and structures list

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

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

	Examples
Would like + n or v	I <b>would like</b> some grapes. <b>Would</b> you <b>like to colour</b> that ball?
Happy Birthday	You're eight today! <b>Happy Birthday!</b>
Here you are	Would you like an apple? Yes, please. <b>Here you are.</b>
Me too	I like football. <b>Me too.</b>
So do I	I love hippos. <b>So do I.</b>
story about + ing	This is <b>a story about playing</b> football.
What (a/an) + adj + n	<b>What a good dog!</b> <b>What beautiful fish!</b>
What now?	Put the egg in the box. OK! The egg is in the box. <b>What now?</b>



# 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>Ann n</i>	<i>armchair n</i>
<i>about prep</i>	<i>alphabet n</i>	<i>Anna n</i>	<i>ask v</i>
<i>add v</i>	<i>an det</i>	<i>answer n + v</i>	<i>at prep of place</i>
<i>afternoon n</i>	<i>and conj</i>	<i>apartment n (UK flat)</i>	
<i>again adv</i>	<i>angry adj</i>	<i>apple n</i>	
<i>Alex n</i>	<i>animal n</i>	<i>arm n</i>	

### B

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

### C

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

### D

<i>dad(dy) n</i>	<i>dinner n</i>	<i>don't worry excl</i>	<i>dress n</i>
<i>Dan n</i>	<i>dirty adj</i>	<i>door n</i>	<i>drink n + v</i>
<i>day n</i>	<i>do v</i>	<i>double adj</i>	<i>drive v</i>
<i>desk n</i>	<i>dog n</i>	<i>draw v</i>	<i>duck n</i>
<i>dining room n</i>	<i>doll 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 n (UK rubber)</i>	<i>eye n</i>
<i>egg n</i>	<i>English adj + n</i>	<i>evening n</i>	

### F

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

<b>G</b>			
game <i>n</i>	glasses <i>n</i>	grandfather <i>n</i>	great <i>adj + excl</i>
garden <i>n</i>	go <i>v</i>	grandma <i>n</i>	green <i>adj</i>
get <i>v</i>	goat <i>n</i>	grandmother <i>n</i>	grey <i>adj</i> (US gray)
giraffe <i>n</i>	good <i>adj</i>	grandpa <i>n</i>	guitar <i>n</i>
girl <i>n</i>	goodbye <i>excl</i>	grape <i>n</i>	
give <i>v</i>	Grace <i>n</i>	gray <i>adj</i> (UK grey)	
<b>H</b>			
hair <i>n</i>	have got <i>v</i>	hers <i>pron</i>	hold <i>v</i>
hall <i>n</i>	he <i>pron</i>	him <i>pron</i>	home <i>n + adv</i>
hand <i>n</i>	head <i>n</i>	hippo <i>n</i>	horse <i>n</i>
handbag <i>n</i>	helicopter <i>n</i>	his <i>poss adj + pron</i>	house <i>n</i>
happy <i>adj</i>	hello <i>excl</i>	hit <i>v</i>	how <i>int</i>
hat <i>n</i>	her <i>poss adj + pron</i>	hobby <i>n</i>	how many <i>int</i>
have <i>v</i>	here <i>adv</i>	hockey <i>n</i>	how old <i>int</i>
<b>I</b>			
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>	
<b>J</b>			
jacket <i>n</i>	Jill <i>n</i>	jump <i>v</i>	
jeans <i>n</i>	juice <i>n</i>		
<b>K</b>			
keyboard <i>n</i> (computer)	Kim <i>n</i>	kite <i>n</i>	
kick <i>v</i>	kitchen <i>n</i>	know <i>v</i>	
<b>L</b>			
lamp <i>n</i>	letter <i>n</i> (as in alphabet)	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>	Lucy <i>n</i>
lemonade <i>n</i>	listen <i>v</i>	lorry <i>n</i> (US truck)	lunch <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>	
<b>M</b>			
make <i>v</i>	me too <i>dis</i>	monster <i>n</i>	Mr <i>title</i>
man/men <i>n</i>	meat <i>n</i>	morning <i>n</i>	Mrs <i>title</i>
mango <i>n</i>	milk <i>n</i>	mother <i>n</i>	mum(my) <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>
May (as in girl's name) <i>n</i>	Miss <i>title</i>	mouse <i>n</i> (computer)	
me <i>pron</i>	monkey <i>n</i>	mouth <i>n</i>	
<b>N</b>			
name <i>n</i>	nice <i>adj</i>	no <i>adv + det</i>	now <i>adv</i>
new <i>adj</i>	Nick <i>n</i>	nose <i>n</i>	number <i>n</i>
next to <i>prep</i>	night <i>n</i>	not <i>adv</i>	
<b>O</b>			
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>	

<b>P</b>			
page <i>n</i>	pea <i>n</i>	piano <i>n</i>	playground <i>n</i>
paint <i>n + v</i>	pear <i>n</i>	pick up <i>v</i>	please <i>dis</i>
painting <i>n</i>	pen <i>n</i>	picture <i>n</i>	point <i>v</i>
pardon <i>int</i>	pencil <i>n</i>	pineapple <i>n</i>	potato <i>n</i>
park <i>n</i>	person/people <i>n</i>	pink <i>adj</i>	purple <i>adj</i>
part <i>n</i>	phone <i>n + v</i>	plane <i>n</i>	put <i>v</i>
Pat <i>n</i>	photo <i>n</i>	play <i>v</i>	
<b>Q</b>			
question <i>n</i>			
<b>R</b>			
radio <i>n</i>	rice <i>n</i>	robot <i>n</i>	run <i>v</i>
read <i>v</i>	ride <i>v</i>	room <i>n</i>	
really <i>adv</i>	right <i>adj</i> (as in correct)	rubber <i>n</i> (US eraser)	
red <i>adj</i>	right <i>dis</i>	ruler <i>n</i>	
<b>S</b>			
sad <i>adj</i>	shell <i>n</i>	smile <i>n + v</i>	stand <i>v</i>
Sam <i>n</i>	shirt <i>n</i>	snake <i>n</i>	start <i>v</i>
sand <i>n</i>	shoe <i>n</i>	so <i>dis</i>	stop <i>v</i>
sausage <i>n</i>	shop <i>n</i> (US store)	soccer <i>n</i> (UK football)	store <i>n</i> (UK shop)
say <i>v</i>	short <i>adj</i>	sock <i>n</i>	story <i>n</i>
school <i>n</i>	show <i>v</i>	sofa <i>n</i>	street <i>n</i>
sea <i>n</i>	sing <i>v</i>	some <i>det</i>	Sue <i>n</i>
see <i>v</i>	sister <i>n</i>	song <i>n</i>	sun <i>n</i>
See you! <i>excl</i>	sit <i>v</i>	sorry <i>adj + int</i>	supper <i>n</i>
sentence <i>n</i>	skirt <i>n</i>	spell <i>v</i>	sweet(s) <i>n</i> (US candy)
she <i>pron</i>	sleep <i>v</i>	spider <i>n</i>	swim <i>v</i>
sheep ( <i>s + pl</i> ) <i>n</i>	small <i>adj</i>	sport <i>n</i>	
<b>T</b>			
table <i>n</i>	thank you <i>dis</i>	they <i>pron</i>	Tony <i>n</i>
table tennis <i>n</i>	thanks <i>dis</i>	this <i>det + pron</i>	too <i>adv</i>
tail <i>n</i>	that <i>det + pron</i>	those <i>det + pron</i>	toy <i>n</i>
take a photo/picture <i>v</i>	the <i>det</i>	throw <i>v</i>	train <i>n</i>
talk <i>v</i>	their <i>poss adj</i>	tick <i>n + v</i>	tree <i>n</i>
teacher <i>n</i>	theirs <i>pron</i>	tiger <i>n</i>	trousers <i>n</i>
television/TV <i>n</i>	them <i>pron</i>	to <i>prep</i>	truck <i>n</i> (UK lorry)
tell <i>v</i>	then <i>dis</i>	today <i>adv + n</i>	try <i>n + v</i>
tennis <i>n</i>	there <i>adv</i>	Tom <i>n</i>	T-shirt <i>n</i>
test <i>n + v</i>	these <i>det + pron</i>	tomato <i>n</i>	TV/television <i>n</i>
<b>U</b>			
ugly <i>adj</i>	under <i>prep</i>	understand <i>v</i>	us <i>pron</i>
<b>V</b>			
very <i>adv</i>			
<b>W</b>			
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>
<b>X</b>			
(No words at this level)			
<b>Y</b>			
year <i>n</i>	yes <i>adv</i>	young <i>adj</i>	yours <i>pron</i>
yellow <i>adj</i>	you <i>pron</i>	your <i>poss adj</i>	

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## Z

zoo *n*

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## Letters & Numbers

Candidates will be expected to understand and write the letters of the alphabet and numbers 1-20.

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## Names

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

Alex

Ann

Anna

Ben

Bill

Dan

Grace

Jill

Kim

Lucy

May

Nick

Pat

Sam

Sue

Tom

Tony

# Movers

# Listening

## Approximately 25 minutes/25 items

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

### Part 1

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

### Part 2

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

### Part 3

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

### Part 4

This task consists of five questions, each a 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 or draw an object. Candidates listen to the dialogue and follow the instructions.

## Summary of Movers Listening test

Parts	Main skill focus	Input	Expected response	Number of 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 specific information (past tense)	Pictures, days of the week and dialogue	Draw lines from days of week to correct pictures	5
4	Listening for specific information of various kinds	3-option multiple-choice pictures and dialogues	Tick boxes under correct pictures	5
5	Listening for words, colours and specific information	Picture and dialogue	Carry out instructions to colour and draw or write (Range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow)	5

## Recommendations for candidate preparation

### Part 1

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

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

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

### Part 2

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

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

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

### Part 3

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

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

### Part 4

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

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

### Part 5

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

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

# Movers

## Reading & Writing

30 minutes/40 items

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

### Part 1

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

### Part 2

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

### Part 3

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

### Part 4

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

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

### Part 5

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

### Part 6

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

## Summary of Movers Reading & Writing test

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

## Recommendations for candidate preparation

### General comment

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

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

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

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

### Part 1

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

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

### Part 2

Give candidates plenty of practice matching pictures and sentences, drawing their attention to elements such as prepositions and verb forms (especially the present continuous tense) and using pictures which make these distinctions clear.

Give more pictures than sentences, so that they really have to think about the distinction between, for example, *is riding a bike* and *has got a bike*.

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

### Part 3

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

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

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

### Part 4

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

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

### Part 5

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

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

### Part 6

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

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

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



# Movers Speaking

## 5-7 minutes/4 parts

The Speaking test is a face-to-face test with one candidate and one examiner. It lasts approximately 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 interactive listening ability, production of appropriate and extended responses, and pronunciation.

### Part 1

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

The examiner starts the test by demonstrating what is required and by showing the candidate two pictures which look similar, but have some differences. The examiner then asks the candidate to describe four differences.

### Part 2

The examiner shows the candidate a sequence of four pictures which show a story. The examiner tells the candidate the name of the story

and describes the first picture in the story. He/she then asks the candidate to describe the other three pictures.

### Part 3

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

### Part 4

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

## Summary of Movers Speaking test

Parts	Main skill focus	Input	Expected response
1	Describing 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

## Recommendations for candidate preparation

### General comment

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

### Part 1

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

For example:

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

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

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

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

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

### Part 2

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

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

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

### Part 3

For Part 3, candidates should practise identifying the different one in a set of four pictures – for example, a picture of a book among three pictures of different fruits, a picture of some children sitting among three pictures of 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.

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

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

## Movers topics

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

# Movers

## grammar and structures list

The list below details what is new at *Movers* level. *Movers* candidates will be expected to know everything on this list in addition to the list at *Starters* level. See vocabulary lists for a comprehensive list of words in each category.

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

	Examples
What is/was the weather like?	What <b>was the weather like</b> last weekend?
What's the matter?	What's <b>the matter</b> , Daisy? Have you got a stomach-ache?
How/what about + n or ing	How <b>about going</b> to the cinema on Wednesday afternoon?
When clauses (not with future meaning)	<b>When</b> he got home, he had his dinner.
Go for a + n	Yesterday we <b>went for a drive</b> in my brother's new car.
Be called + n	A baby cat <b>is called</b> a kitten.
Be good at + n	She's <b>very good at</b> basketball.
I think/know ...	I <b>think he's</b> 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>	age <i>n</i>	another <i>det + pron</i>	awake <i>adj</i>
address <i>n</i>	all <i>adj + adv + det + pron</i>	any <i>det + pron</i>	
afraid <i>adj</i>	all right <i>adj + adv</i>	at <i>prep of time</i>	
after <i>prep</i>	always <i>adv</i>	aunt <i>n</i>	

## B

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

## C

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

## D

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

## E

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

## F

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

## G

get dressed <i>v</i>	glass <i>n</i>	grandson <i>n</i>
get off <i>v</i>	go shopping <i>v</i>	grass <i>n</i>
get on <i>v</i>	grandchild(ren) <i>n</i>	ground <i>n</i>
get undressed <i>v</i>	granddaughter <i>n</i>	grown-up <i>n</i>
get up <i>v</i>	grandparent <i>n</i>	

<b>H</b>	have (got) to <i>v</i>	holiday <i>n</i>	hot <i>adj</i>	hundred <i>n</i>
	headache <i>n</i>	homework <i>n</i>	how <i>adv</i>	hungry <i>adj</i>
	help <i>v</i>	hop <i>v</i>	how much <i>adv + int</i>	hurt <i>v</i>
	hide <i>v</i>	hospital <i>n</i>	how often <i>adv + int</i>	
<b>I</b>	idea <i>n</i>	internet <i>n</i>	invite <i>v</i>	
	inside <i>adv + n + prep</i>	into <i>prep</i>	island <i>n</i>	
<b>J</b>	Jack <i>n</i>	Jim <i>n</i>	jungle <i>n</i>	
	Jane <i>n</i>	John <i>n</i>		
<b>K</b>	kangaroo <i>n</i>	kick <i>n</i>	kind <i>n</i>	kitten <i>n</i>
<b>L</b>	lake <i>n</i>	leaf/leaves <i>n</i>	Lily <i>n</i>	lose <i>v</i>
	last <i>adj + adv</i>	library <i>n</i>	lion <i>n</i>	loud <i>adj</i>
	laugh <i>n + v</i>	lift <i>n</i> (US elevator)	look for <i>v</i>	loudly <i>adv</i>
<b>M</b>	map <i>n</i>	mean <i>v</i>	moon <i>n</i>	moustache <i>n</i>
	market <i>n</i>	message <i>n</i>	more <i>adv + det + pron</i>	move <i>v</i>
	Mary <i>n</i>	mistake <i>n</i>	most <i>adv + det + pron</i>	movie <i>n</i> (UK film)
	matter <i>n</i>	Monday <i>n</i>	mountain <i>n</i>	must <i>v</i>
<b>N</b>	naughty <i>adj</i>	neck <i>n</i>	never <i>adv</i>	nothing <i>pron</i>
	near <i>adv + prep</i>	need <i>v</i>	noise <i>n</i>	nurse <i>n</i>
<b>O</b>	off <i>adv + prep</i>	on <i>adv + prep of time</i>	opposite <i>prep</i>	out of <i>prep</i>
	often <i>adv</i>	only <i>adv</i>	out <i>adv</i>	outside <i>adv + n + prep</i>
<b>P</b>	pair <i>n</i>	pasta <i>n</i>	pirate <i>n</i>	present <i>n</i>
	panda <i>n</i>	Paul <i>n</i>	place <i>n</i>	pretty <i>adj</i>
	parent <i>n</i>	pet <i>n</i>	plant <i>n + v</i>	puppy <i>n</i>
	parrot <i>n</i>	Peter <i>n</i>	plate <i>n</i>	put on <i>v</i>
	party <i>n</i>	picnic <i>n</i>	pool <i>n</i>	
<b>Q</b>	quick <i>adj</i>	quickly <i>adv</i>	quiet <i>adj</i>	quietly <i>adv</i>
<b>R</b>	rabbit <i>n</i>	ride <i>n</i>	rock <i>n</i>	
	rain <i>n + v</i>	river <i>n</i>	roof <i>n</i>	
	rainbow <i>n</i>	road <i>n</i>	round <i>adj + adv + prep</i>	
<b>S</b>	safe <i>adj</i>	shopping centre <i>n</i>	soup <i>n</i>	surprised <i>adj</i>
	sail <i>n + v</i>	shoulder <i>n</i>	sports centre <i>n</i>	sweater <i>n</i>
	salad <i>n</i>	shout <i>v</i>	square <i>adj + n</i>	sweet <i>adj</i>
	Sally <i>n</i>	shower <i>n</i>	stair(s) <i>n</i>	swim <i>n</i>
	sandwich <i>n</i>	skate <i>n + v</i>	star <i>n</i>	swimming pool <i>n</i>
	Saturday <i>n</i>	skip <i>v</i>	station <i>n</i>	
	scarf <i>n</i>	slow <i>adj</i>	stomach <i>n</i>	
	seat <i>n</i>	slowly <i>adv</i>	stomach-ache <i>n</i>	
	second <i>adj + adv</i>	snow <i>n + v</i>	straight <i>adj</i>	
	shall <i>v</i>	someone <i>pron</i>	strong <i>adj</i>	
	shark <i>n</i>	something <i>pron</i>	Sunday <i>n</i>	
	shop <i>v</i>	sometimes <i>adv</i>	sunny <i>adj</i>	
	shopping <i>n</i>	son <i>n</i>	supermarket <i>n</i>	

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

<b>U</b>			
uncle <i>n</i>	up <i>adv + prep</i>	upstairs <i>adv + n</i>	

<b>V</b>			
vegetable <i>n</i>	Vicky <i>n</i>	video <i>n + v</i>	village <i>n</i>

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

<b>X</b>			
(No words at this level)			

<b>Y</b>			
yesterday <i>adv + n</i>			

<b>Z</b>			
(No words at this level)			

## Numbers

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

## Names

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

Charlie	Jane	Mary	Vicky
Daisy	Jim	Paul	
Fred	John	Peter	
Jack	Lily	Sally	





# 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, write a simple word and draw and colour an object. Candidates listen to the dialogue and follow the instructions.

## Summary of Flyers Listening test

Parts	Main skill focus	Input	Expected response	Number of questions
1	Listening for names and descriptions	Picture, names and dialogue	Draw lines to match names to people in a picture	5
2	Listening for names, spellings and other information	Form or page of a notepad with missing words and dialogue	Write words or numbers in gaps	5
3	Listening for words, names and detailed information	Picture sets and list of illustrated words or names and dialogue	Match pictures with illustrated word or name by writing letter in box	5
4	Listening for specific information of various kinds	3-option multiple-choice pictures and dialogues	Tick boxes under correct pictures	5
5	Listening for words, colours and specific information	Picture and dialogue	Carry out instructions to colour, draw and write (Range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow)	5

## Recommendations for candidate preparation

### Part 1

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

The language that candidates will need for this task is that which is used not only for describing people's clothes and physical appearance but also for commenting on what they are doing. Practice in describing a range of pictures and photos containing people is, therefore, likely to help candidates do well in this part of the test.

### Part 2

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

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

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

### Part 3

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

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

### Part 4

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

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

### Part 5

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

For this task, candidates will need to show that they can understand language which distinguishes between two similar but slightly different objects or people. This may be a matter of understanding language which explains precisely where someone or something is, or it may be a matter of understanding language which focuses on how

two people or things look different. Practice in handling these types of language will therefore stand candidates in good stead for dealing with this part of the test.

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

# Flyers

## Reading & Writing

40 minutes/50 items

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

### Part 1

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

### Part 3

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

### Part 4

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

and adverbs. Correct spelling is required. There are four extra words which candidates should not use.

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

### Part 5

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

### Part 6

In this task candidates read a factual text which contains 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 7

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

## Summary of Flyers Reading & Writing test

Parts	Main skill focus	Input	Expected response	Number of questions
1	Reading definitions and matching to words Copying words	Nouns and definitions	Copy the correct words next to the definitions	10
2	Reading sentences about a picture Writing one-word answers	Picture and sentences	Write 'yes'/'no'	7
3	Reading and completing a continuous dialogue Writing letters	Half a dialogue with responses in a box	Select correct response and write A-H in gap	5
4	Reading for specific information and gist Copying words	Cloze text with words in a box	Choose and copy missing words correctly. Tick a box to choose the best title for the story	6
5	Reading a story Completing sentences	Story, picture and gapped sentences	Complete sentences about story by writing one, two, three or four words	7
6	Reading and understanding a factual text Copying words	Gapped text and 3-option multiple-choice (grammatical words)	Complete text by selecting the correct words and copying them in the corresponding gaps	10
7	Reading and understanding a short text (e.g. page from diary or letter) Providing words	Gapped text	Write words in gaps No answer options given	5

## Recommendations for candidate preparation

### General comment

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

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

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

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

### Part 1

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

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

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

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

### Part 2

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

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

### Part 3

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

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

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

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

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

### Part 4

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

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

### Part 5

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

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

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

### Part 6

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

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

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

### Part 7

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

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

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

# Flyers

# Speaking

## 7-9 minutes/4 parts

The Speaking test is a face-to-face test with one candidate and one examiner. It lasts approximately 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 interactive listening ability, pronunciation, production of appropriate and extended responses, and grammar and vocabulary.

### Part 1

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

The examiner starts the test by demonstrating what is required and showing the candidate two pictures which are similar but have some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different.

### Part 2

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

### Part 3

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

### Part 4

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

## Summary of Flyers Speaking test

Parts	Main skill focus	Input	Expected response
1	Understanding statements and responding with differences	Two similar pictures (one is the examiner's) Oral statements about examiner's picture	Identify six differences in candidate's picture from statements about examiner's picture
2	Responding to questions with short answers Forming questions to elicit information	One set of facts and one set of question cues	Answer and ask questions about two people, objects or situations
3	Understanding the beginning of a story and then continuing it based on a series of pictures	Picture sequence	Describe each picture in turn
4	Understanding and responding to personal questions	Open-ended questions about candidate	Answer personal questions

## Recommendations for candidate preparation

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

### Part 1

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

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

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

### Part 2

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

*What are the children studying?*

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

*Has Harry's teacher got a car?*

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

*Is the lesson interesting or boring?*

### Part 3

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

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

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

*There is a big present for David.*

*He's playing the drums very loudly.*

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

*David's excited.*

### Part 4

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

*What time do you get up on Saturday?*

*What do you do on Saturday afternoon?*

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

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

## Flyers topics

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

# Flyers

## grammar and structures list

The list below details what is new at *Flyers* level. *Flyers* candidates will be expected to know everything on this list in addition to the lists at *Starters* and *Movers* levels. See vocabulary lists for a comprehensive list of words in each category.

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

	Examples
See you soon/later/tomorrow etc.	See you next week, Mrs Ball!
Be made of	The toy is <b>made of</b> 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)	ago <i>adv</i>	ambulance <i>n</i>	artist <i>n</i>
across <i>prep</i>	agree <i>v</i>	anyone <i>pron</i>	astronaut <i>n</i>
actor <i>n</i>	air <i>n</i>	anything <i>pron</i>	August <i>n</i>
actually <i>adv</i>	airport <i>n</i>	anywhere <i>adv</i>	autumn <i>n</i> (US fall)
adventure <i>n</i>	alone <i>adj</i>	April <i>n</i>	away <i>adv</i>
advice <i>n</i>	already <i>adv</i>	arrive <i>v</i>	
after <i>adv + conj</i>	also <i>adv</i>	art <i>n</i>	

## B

backpack <i>n</i> (UK rucksack)	bicycle <i>n</i>	break <i>v</i>	burn <i>v</i>
before <i>adv + conj</i>	bin <i>n</i>	bridge <i>n</i>	business <i>n</i>
begin <i>v</i>	biscuit <i>n</i> (US cookie)	bright <i>adj</i> (of colour)	businessman/woman <i>n</i>
believe <i>v</i>	bit <i>n</i>	broken <i>adj</i>	butter <i>n</i>
belt <i>n</i>	bored <i>adj</i>	brush <i>n + v</i>	butterfly <i>n</i>
Betty <i>n</i>	brave <i>adj</i>	building <i>n</i>	

## C

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

## D

dangerous <i>adj</i>	dear <i>adj</i> (as in Dear Harry)	describe <i>v</i>	dinosaur <i>n</i>
dark <i>adj</i>	December <i>n</i>	desert <i>n</i>	drum <i>n</i>
date <i>n</i> (as in time)	decide <i>v</i>	diary <i>n</i>	during <i>prep</i>
David <i>n</i>	dentist <i>n</i>	dictionary <i>n</i>	

## E

each <i>det + pron</i>	end <i>v</i>	ever <i>adv</i>	expensive <i>adj</i>
early <i>adj + adv</i>	engineer <i>n</i>	everywhere <i>adv</i>	explain <i>v</i>
east <i>n</i>	enough <i>adj + pron</i>	exam <i>n</i>	extinct <i>adj</i>
else <i>adv</i>	entrance <i>n</i>	excellent <i>adj + excl</i>	
Emma <i>n</i>	envelope <i>n</i>	excited <i>adj</i>	
empty <i>adj</i>	environment <i>n</i>	exit <i>n</i>	

## F

fact <i>n</i>	find out <i>v</i>	flour <i>n</i>	friendly <i>adj</i>
factory <i>n</i>	finger <i>n</i>	fog <i>n</i>	front <i>adj + n</i>
fall over <i>v</i>	finish <i>v</i>	foggy <i>adj</i>	full <i>adj</i>
far <i>adj + adv</i>	fire <i>n</i>	follow <i>v</i>	fun <i>adj + n</i>
fast <i>adj + adv</i>	fire engine <i>n</i> (US fire truck)	footballer <i>n</i>	fur <i>n</i>
February <i>n</i>	fire station <i>n</i>	for <i>prep of time</i>	future <i>n</i>
feel <i>v</i>	fireman/woman <i>n</i>	forget <i>v</i>	
fetch <i>v</i>	flag <i>n</i>	fork <i>n</i>	
a few <i>det</i>	flashlight <i>n</i> (UK torch)	fridge <i>n</i>	

<b>G</b>			
gate <i>n</i>	get to <i>v</i>	go out <i>v</i>	group <i>n</i>
geography <i>n</i>	glass <i>adj</i>	goal <i>n</i>	grow <i>v</i>
George <i>n</i>	glove <i>n</i>	gold <i>adj + n</i>	guess <i>n + v</i>
get married <i>v</i>	glue <i>n + v</i>	golf <i>n</i>	
<b>H</b>			
half <i>adj + n</i>	hear <i>v</i>	himself <i>pron</i>	hotel <i>n</i>
happen <i>v</i>	heavy <i>adj</i>	history <i>n</i>	hour <i>n</i>
hard <i>adj + adv</i>	Helen <i>n</i>	Holly <i>n</i>	How long <i>adv + int</i>
Harry <i>n</i>	herself <i>pron</i>	honey <i>n</i>	hurry <i>v</i>
hate <i>v</i>	high <i>adj</i>	hope <i>v</i>	husband <i>n</i>
headteacher <i>n</i>	hill <i>n</i>	horrible <i>adj</i>	
<b>I</b>			
ice <i>n</i>	important <i>adj</i>	insect <i>n</i>	itself <i>pron</i>
if <i>conj</i>	improve <i>v</i>	instrument <i>n</i>	
ill <i>adj</i>	information <i>n</i>	interesting <i>adj</i>	
<b>J</b>			
jam <i>n</i>	join <i>v (a club)</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>	
<b>K</b>			
Katy <i>n</i>	key <i>n</i>	kind <i>adj</i>	knife <i>n</i>
keep <i>v</i>	kilometre <i>n (US kilometer)</i>	king <i>n</i>	
<b>L</b>			
language <i>n</i>	left <i>adj + n (as in direction)</i>	light <i>adj + n</i>	lovely <i>adj</i>
large <i>adj</i>	let <i>v</i>	little <i>adj</i>	low <i>adj</i>
late <i>adj + adv</i>	letter <i>n (as in mail)</i>	a little <i>adv + det</i>	lucky <i>adj</i>
later <i>adv</i>	lie <i>v (as in lie down)</i>	London <i>n</i>	
lazy <i>adj</i>	lift <i>v</i>	look after <i>v</i>	
leave <i>v</i>	lift <i>n (ride)</i>	look like <i>v</i>	
<b>M</b>			
magazine <i>n</i>	meal <i>n</i>	Michael <i>n</i>	missing <i>adj</i>
make sure <i>v</i>	mechanic <i>n</i>	midday <i>n</i>	mix <i>v</i>
March <i>n</i>	medicine <i>n</i>	middle <i>n + adj</i>	money <i>n</i>
married <i>adj</i>	meet <i>v</i>	midnight <i>n</i>	month <i>n</i>
match <i>n (football)</i>	meeting <i>n</i>	might <i>v</i>	much <i>adv + det + pron</i>
maths <i>n (US math)</i>	member <i>n</i>	million <i>n</i>	museum <i>n</i>
May <i>n (as in month)</i>	metal <i>adj + n</i>	mind <i>v</i>	myself <i>pron</i>
may <i>v</i>	metre <i>n (US meter)</i>	minute <i>n</i>	
<b>N</b>			
necklace <i>n</i>	next <i>adj + adv</i>	normal <i>adj</i>	nowhere <i>adv</i>
news <i>n</i>	noisy <i>adj</i>	north <i>n</i>	
newspaper <i>n</i>	no-one <i>pron</i>	November <i>n</i>	
<b>O</b>			
o'clock <i>adv</i>	of course <i>adv</i>	online <i>adj</i>	
October <i>n</i>	office <i>n</i>	other <i>det + pron</i>	
octopus <i>n</i>	once <i>adv</i>	over <i>adv + prep</i>	
<b>P</b>			
p.m. (for time)	pepper <i>n</i>	plastic <i>adj + n</i>	post <i>v</i>
painter <i>n</i>	perhaps <i>adv</i>	player <i>n</i>	post office <i>n</i>
paper <i>adj + n</i>	photographer <i>n</i>	pocket <i>n</i>	postcard <i>n</i>
partner <i>n</i>	piece <i>n</i>	police station <i>n</i>	prefer <i>v</i>
passenger <i>n</i>	pilot <i>n</i>	policeman/woman <i>n</i>	prepare <i>v</i>
past <i>noun + prep</i>	pizza <i>n</i>	poor <i>adj</i>	prize <i>n</i>
path <i>n</i>	planet <i>n</i>	popular <i>adj</i>	problem <i>n</i>

programme <i>n</i> (US program)	pull <i>v</i> push <i>v</i>	pyramid <i>n</i>	
<b>Q</b>			
quarter <i>n</i>	queen <i>n</i>	quite <i>adv</i>	
<b>R</b>			
race <i>n + v</i> railway <i>n</i> ready <i>adj</i> remember <i>v</i>	repair <i>v</i> repeat <i>v</i> restaurant <i>n</i> rich <i>adj</i>	Richard <i>n</i> right <i>adj + n</i> (as in direction) ring <i>n</i>	Robert <i>n</i> rocket <i>n</i> rucksack <i>n</i> (US backpack)
<b>S</b>			
salt <i>n</i> same <i>adj</i> Sarah <i>n</i> save <i>v</i> science <i>n</i> scissors <i>n</i> score <i>n + v</i> screen <i>n</i> secret <i>n</i> secretary <i>n</i> sell <i>v</i> send <i>v</i> September <i>n</i> several <i>adj</i> shelf <i>n</i> shorts <i>n</i> should <i>v</i>	silver <i>adj + n</i> since <i>prep</i> singer <i>n</i> single <i>adj</i> ski <i>n + v</i> sky <i>n</i> sledge <i>n + v</i> smell <i>n + v</i> snack <i>n</i> snowball <i>n</i> snowboarding <i>n</i> snowman <i>n</i> so <i>adv + conj</i> soap <i>n</i> soft <i>adj</i> somewhere <i>adv</i> soon <i>adv</i>	sound <i>n + v</i> south <i>n</i> space <i>n</i> speak <i>v</i> special <i>adj</i> spend <i>v</i> spoon <i>n</i> spot <i>n</i> spotted <i>adj</i> spring <i>n</i> stage <i>n</i> (theatre) stamp <i>n</i> stay <i>v</i> steal <i>v</i> still <i>adv</i> storm <i>n</i> straight on <i>adv</i>	strange <i>adj</i> stripe <i>n</i> striped <i>adj</i> student <i>n</i> study <i>v</i> subject <i>n</i> such <i>det</i> suddenly <i>adv</i> sugar <i>n</i> suitcase <i>n</i> summer <i>n</i> sunglasses <i>n</i> sure <i>adj</i> surname <i>n</i> swan <i>n</i> swing <i>n + v</i>
<b>T</b>			
take <i>v</i> (as in time e.g. it takes 20 minutes) tape recorder <i>n</i> taste <i>n + v</i> taxi <i>n</i> teach <i>v</i> team <i>n</i> telephone <i>n</i>	tent <i>n</i> thank <i>v</i> theatre <i>n</i> thousand <i>n</i> through <i>prep</i> tidy <i>adj + v</i> tights <i>n</i> time <i>n</i>	timetable <i>n</i> toe <i>n</i> together <i>adv</i> toilet <i>n</i> tomorrow <i>adv + n</i> tonight <i>adv + n</i> torch <i>n</i> (US flashlight) tour <i>n</i>	traffic <i>n</i> turn <i>v</i> turn off <i>v</i> turn on <i>v</i> twice <i>adv</i>
<b>U</b>			
umbrella <i>n</i> unfriendly <i>adj</i> unhappy <i>adj</i>	uniform <i>n</i> university <i>n</i> untidy <i>adj</i>	until <i>prep</i> unusual <i>adj</i> use <i>v</i>	usually <i>adv</i>
<b>V</b>			
view <i>n</i>	violin <i>n</i>	visit <i>v</i>	volleyball <i>n</i>
<b>W</b>			
waiter <i>n</i> warm <i>adj</i> way <i>n</i> west <i>n</i> wheel <i>n</i> where <i>pron</i>	whisper <i>v</i> whistle <i>v</i> wife <i>n</i> wild <i>adj</i> will <i>v</i> William <i>n</i>	win <i>v</i> wing <i>n</i> winner <i>n</i> winter <i>n</i> wish <i>n + v</i> without <i>prep</i>	wonderful <i>adj</i> wood <i>n</i> wool <i>n</i> worried <i>adj</i>
<b>X</b>			
(No words at this level)			
<b>Y</b>			
yet <i>adv</i>	you're welcome <i>excl</i>	yourself <i>pron</i>	
<b>Z</b>			
zero <i>n</i>			

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## Numbers

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

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## Names

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

Betty  
David  
Emma  
George

Harry  
Helen  
Holly  
Katy

Michael  
Richard  
Robert  
Sarah

William

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

## B

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

## C

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

**D**

dad(dy) <i>n S</i>	dining room <i>n S</i>	double <i>adj S</i>	drive <i>n M</i>
Daisy <i>n M</i>	dinner <i>n S</i>	down <i>adv + prep M</i>	driver <i>n M</i>
Dan <i>n S</i>	dirty <i>adj S</i>	downstairs <i>adv + n M</i>	drop <i>v M</i>
dance <i>v M</i>	do <i>v S</i>	draw <i>v S</i>	dry <i>adj + v M</i>
daughter <i>n M</i>	doctor <i>n M</i>	drawing <i>n S</i>	duck <i>n S</i>
day <i>n S</i>	dog <i>n S</i>	dream <i>n + v M</i>	DVD <i>n M</i>
desk <i>n S</i>	doll <i>n S</i>	dress <i>n S</i>	DVD player <i>n M</i>
difference <i>n M</i>	dolphin <i>n M</i>	dress up <i>v M</i>	
different <i>adj M</i>	don't worry <i>excl S</i>	drink <i>n + v S</i>	
difficult <i>adj M</i>	door <i>n S</i>	drive <i>v S</i>	

**E**

ear <i>n S</i>	elephant <i>n S</i>	enjoy <i>v S</i>	everything <i>pron M</i>
earache <i>n M</i>	elevator <i>n (UK lift) M</i>	eraser <i>n (UK rubber) S</i>	example <i>n S</i>
easy <i>adj M</i>	email <i>n + v M</i>	evening <i>n S</i>	exciting <i>adj M</i>
eat <i>v S</i>	end <i>n S</i>	every <i>det M</i>	excuse me <i>dis M</i>
egg <i>n S</i>	English <i>adj + n S</i>	everyone <i>pron M</i>	eye <i>n S</i>

**F**

face <i>n S</i>	favourite <i>adj S</i>	floor <i>n S</i>	forest <i>n M</i>
fair <i>adj M</i>	field <i>n M</i>	floor <i>n (e.g. ground, 1st, etc.) M</i>	Fred <i>n M</i>
fall <i>v M</i>	film <i>n + v (US movie) M</i>	flower <i>n S</i>	Friday <i>n M</i>
family <i>n S</i>	find <i>v S</i>	fly <i>v S</i>	friend <i>n S</i>
famous <i>adj M</i>	fine <i>adj + excl M</i>	fly <i>n M</i>	fries <i>n (UK chips) S</i>
fan <i>n M</i>	first <i>adj + adv M</i>	food <i>n S</i>	frightened <i>adj M</i>
farm <i>n M</i>	fish ( <i>s + pl</i> ) <i>n S</i>	foot/feet <i>n S</i>	frog <i>n S</i>
farmer <i>n M</i>	fish <i>v M</i>	football <i>n (US soccer) S</i>	from <i>prep S</i>
fat <i>adj M</i>	fishing <i>n S</i>	for <i>prep S</i>	fruit <i>n S</i>
father <i>n S</i>	flat <i>n (US apartment) S</i>		funny <i>adj S</i>

**G**

game <i>n S</i>	girl <i>n S</i>	Grace <i>n S</i>	grape <i>n S</i>
garden <i>n S</i>	give <i>v S</i>	grandchild(ren) <i>n M</i>	grass <i>n M</i>
get <i>v S</i>	glass <i>n M</i>	granddaughter <i>n M</i>	gray <i>adj (UK grey) S</i>
get dressed <i>v M</i>	glasses <i>n S</i>	grandfather <i>n S</i>	great <i>adj + excl S</i>
get off <i>v M</i>	go <i>v S</i>	grandma <i>n S</i>	green <i>adj S</i>
get on <i>v M</i>	go shopping <i>v M</i>	grandmother <i>n S</i>	grey <i>adj (US gray) S</i>
get undressed <i>v M</i>	goat <i>n S</i>	grandpa <i>n S</i>	ground <i>n M</i>
get up <i>v M</i>	good <i>adj S</i>	grandparent <i>n M</i>	grown-up <i>n M</i>
giraffe <i>n S</i>	goodbye <i>excl S</i>	grandson <i>n M</i>	guitar <i>n S</i>

**H**

hair <i>n S</i>	headache <i>n M</i>	hit <i>v S</i>	house <i>n S</i>
hall <i>n S</i>	helicopter <i>n S</i>	hobby <i>n S</i>	how <i>int S</i>
hand <i>n S</i>	hello <i>excl S</i>	hockey <i>n S</i>	how <i>adv M</i>
handbag <i>n S</i>	help <i>v M</i>	hold <i>v S</i>	how many <i>int S</i>
happy <i>adj S</i>	her <i>poss adj + pron S</i>	holiday <i>n M</i>	how much <i>adv + int M</i>
hat <i>n S</i>	here <i>adv S</i>	home <i>n + adv S</i>	how often <i>adv + int M</i>
have <i>v S</i>	hers <i>pron S</i>	homework <i>n M</i>	how old <i>int S</i>
have got <i>v S</i>	hide <i>v M</i>	hop <i>v M</i>	hundred <i>n M</i>
have (got) to <i>v M</i>	him <i>pron S</i>	horse <i>n S</i>	hungry <i>adj M</i>
he <i>pron S</i>	hippo <i>n S</i>	hospital <i>n M</i>	hurt <i>v M</i>
head <i>n S</i>	his <i>poss adj + pron S</i>	hot <i>adj M</i>	

**I**

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

**J**

Jack <i>n M</i>	Jane <i>n M</i>	Jill <i>n S</i>	John <i>n M</i>
jacket <i>n S</i>	jeans <i>n S</i>	Jim <i>n M</i>	juice <i>n S</i>

jump <i>v S</i>	jungle <i>n M</i>		
<b>K</b>			
kangaroo <i>n M</i>	kick <i>n M</i>	kitchen <i>n S</i>	know <i>v S</i>
keyboard <i>n (computer) S</i>	Kim <i>n S</i>	kite <i>n S</i>	
kick <i>v S</i>	kind <i>n M</i>	kitten <i>n M</i>	
<b>L</b>			
lake <i>n M</i>	let's <i>v S</i>	live <i>v S</i>	a lot of <i>det S</i>
lamp <i>n S</i>	letter <i>n (as in alphabet) S</i>	living room <i>n S</i>	lots <i>adv + pron S</i>
last <i>adj + adv M</i>	library <i>n M</i>	lizard <i>n S</i>	lots of <i>det S</i>
laugh <i>n + v M</i>	lift <i>n (US elevator) M</i>	long <i>adj S</i>	loud <i>adj M</i>
leaf/leaves <i>n M</i>	like <i>prep + v S</i>	look <i>v S</i>	loudly <i>adv M</i>
learn <i>v S</i>	Lily <i>n M</i>	look at <i>v S</i>	love <i>v S</i>
leg <i>n S</i>	lime <i>n S</i>	look for <i>v M</i>	Lucy <i>n S</i>
lemon <i>n S</i>	line <i>n S</i>	lorry <i>n (US truck) S</i>	lunch <i>n S</i>
lemonade <i>n S</i>	lion <i>n M</i>	lose <i>v M</i>	
lesson <i>n S</i>	listen <i>v S</i>	a lot <i>adv + pron S</i>	
<b>M</b>			
make <i>v S</i>	me too <i>dis S</i>	monster <i>n S</i>	mouth <i>n S</i>
man/men <i>n S</i>	mean <i>v M</i>	moon <i>n M</i>	move <i>v M</i>
mango <i>n S</i>	meat <i>n S</i>	more <i>adv + det + pron M</i>	movie <i>n (UK film) M</i>
many <i>det S</i>	message <i>n M</i>	morning <i>n S</i>	Mr <i>title S</i>
map <i>n M</i>	milk <i>n S</i>	most <i>adv + det + pron M</i>	Mrs <i>title S</i>
market <i>n M</i>	mine <i>pron S</i>	mother <i>n S</i>	mum(my) <i>n S</i>
Mary <i>n M</i>	mirror <i>n S</i>	motorbike <i>n S</i>	music <i>n S</i>
mat <i>n S</i>	Miss <i>title S</i>	mountain <i>n M</i>	must <i>v M</i>
matter <i>n M</i>	mistake <i>n M</i>	mouse/mice <i>n S</i>	my <i>poss adj S</i>
May <i>n (girl's name) S</i>	Monday <i>n M</i>	mouse <i>n (computer) S</i>	
me <i>pron S</i>	monkey <i>n S</i>	moustache <i>n M</i>	
<b>N</b>			
name <i>n S</i>	never <i>adv M</i>	night <i>n S</i>	nothing <i>pron M</i>
naughty <i>adj M</i>	new <i>adj S</i>	no <i>adv + det S</i>	now <i>adv S</i>
near <i>adv + prep M</i>	next to <i>prep S</i>	noise <i>n M</i>	number <i>n S</i>
neck <i>n M</i>	nice <i>adj S</i>	nose <i>n S</i>	nurse <i>n M</i>
need <i>v M</i>	Nick <i>n S</i>	not <i>adv S</i>	
<b>O</b>			
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>	
OK <i>adj + dis S</i>	only <i>adv M</i>	ours <i>pron S</i>	
<b>P</b>			
page <i>n S</i>	Pat <i>n S</i>	pick up <i>v S</i>	please <i>dis S</i>
paint <i>n + v S</i>	Paul <i>n M</i>	picnic <i>n M</i>	point <i>v S</i>
painting <i>n S</i>	pea <i>n S</i>	picture <i>n S</i>	pool <i>n M</i>
pair <i>n M</i>	pear <i>n S</i>	pineapple <i>n S</i>	potato <i>n S</i>
panda <i>n M</i>	pen <i>n S</i>	pink <i>adj S</i>	present <i>n M</i>
pardon <i>int S</i>	pencil <i>n S</i>	pirate <i>n M</i>	pretty <i>adj M</i>
parent <i>n M</i>	person/people <i>n S</i>	place <i>n M</i>	puppy <i>n M</i>
park <i>n S</i>	pet <i>n M</i>	plane <i>n S</i>	purple <i>adj S</i>
parrot <i>n M</i>	Peter <i>n M</i>	plant <i>n + v M</i>	put <i>v S</i>
part <i>n S</i>	phone <i>n + v S</i>	plate <i>n M</i>	put on <i>v M</i>
party <i>n M</i>	photo <i>n S</i>	play <i>v S</i>	
pasta <i>n M</i>	piano <i>n S</i>	playground <i>n S</i>	

## Q

question *n* **S**  
quick *adj* **M**

quickly *adv* **M**  
quiet *adj* **M**

quietly *adv* **M**

## R

rabbit *n* **M**  
radio *n* **S**  
rain *n + v* **M**  
rainbow *n* **M**  
read *v* **S**  
really *adv* **S**

red *adj* **S**  
rice *n* **S**  
ride *v* **S**  
ride *n* **M**  
right *dis* **S**  
right *adj* (as in correct) **S**

river *n* **M**  
road *n* **M**  
robot *n* **S**  
rock *n* **M**  
roof *n* **M**  
room *n* **S**

round *adj + adv + prep* **M**  
rubber *n* (US eraser) **S**  
ruler *n* **S**  
run *v* **S**

## S

sad *adj* **S**  
safe *adj* **M**  
sail *n + v* **M**  
salad *n* **M**  
Sally *n* **M**  
Sam *n* **S**  
sand *n* **S**  
sandwich *n* **M**  
Saturday *n* **M**  
sausage *n* **S**  
say *v* **S**  
scarf *n* **M**  
school *n* **S**  
sea *n* **S**  
seat *n* **M**  
second *adj + adv* **M**  
see *v* **S**  
See you! *excl* **S**  
sentence *n* **S**  
shall *v* **M**  
shark *n* **M**  
she *pron* **S**  
sheep (*s + pl*) *n* **S**

shell *n* **S**  
shirt *n* **S**  
shoe *n* **S**  
shop (*n* (US store) **S**  
shop *v* **M**  
shopping *n* **M**  
shopping centre *n* **M**  
short *adj* **S**  
shoulder *n* **M**  
shout *v* **M**  
show *v* **S**  
shower *n* **M**  
sing *v* **S**  
sister *n* **S**  
sit *v* **S**  
skate *n + v* **M**  
skip *v* **M**  
skirt *n* **S**  
sleep *v* **S**  
slow *adj* **M**  
slowly *adv* **M**  
small *adj* **S**  
smile *n + v* **S**

snake *n* **S**  
snow *n + v* **M**  
so *dis* **S**  
soccer *n* (UK football) **S**  
sock *n* **S**  
sofa *n* **S**  
some *det* **S**  
someone *pron* **M**  
something *pron* **M**  
sometimes *adv* **M**  
son *n* **M**  
song *n* **S**  
sorry *adj + int* **S**  
soup *n* **M**  
spell *v* **S**  
spider *n* **S**  
sport *n* **S**  
sports centre *n* **M**  
square *adj + n* **M**  
stair(s) *n* **M**  
stand *v* **S**  
star *n* **M**  
start *v* **S**

station *n* **M**  
stomach *n* **M**  
stomach-ache *n* **M**  
stop *v* **S**  
store (*n* (UK shop) **S**  
story *n* **S**  
straight *adj* **M**  
street *n* **S**  
strong *adj* **M**  
Sue *n* **S**  
sun *n* **S**  
Sunday *n* **M**  
sunny *adj* **M**  
supermarket *n* **M**  
supper *n* **S**  
surprised *adj* **M**  
sweater *n* **M**  
sweet(s) *n* (US candy) **S**  
sweet *adj* **M**  
swim *v* **S**  
swim *n* **M**  
swimming pool *n* **M**

## T

table *n* **S**  
table tennis *n* **S**  
tail *n* **S**  
take *v* **M**  
take a photo/picture *v* **S**  
take off *v*  
(i.e. get undressed) **M**  
talk *v* **S**  
tall *adj* **M**  
tea *n* **M**  
teacher *n* **S**  
television/TV *n* **S**  
tell *v* **S**  
temperature *n* **M**  
tennis *n* **S**  
terrible *adj* **M**  
test *n + v* **S**  
text *n + v* **M**

than *conj + prep* **M**  
thank you *dis* **S**  
thanks *dis* **S**  
that *det + pron* **S**  
the *det* **S**  
their *poss adj* **S**  
theirs *pron* **S**  
them *pron* **S**  
then *dis* **S**  
then *adv* **M**  
there *adv* **S**  
these *det + pron* **S**  
they *pron* **S**  
thin *adj* **M**  
thing *n* **M**  
think *v* **M**  
third *adj + adv* **M**  
thirsty *adj* **M**

this *det + pron* **S**  
those *det + pron* **S**  
throw *v* **S**  
Thursday *n* **M**  
tick *n + v* **S**  
ticket *n* **M**  
tiger *n* **S**  
tired *adj* **M**  
to *prep* **S**  
today *adv + n* **S**  
Tom *n* **S**  
tomato *n* **S**  
Tony *n* **S**  
too *adv* **S**  
tooth/teeth *n* **M**  
toothache *n* **M**  
toothbrush *n* **M**  
top *adj + n* **M**

towel *n* **M**  
town *n* **M**  
town/city centre *n* **M**  
toy *n* **S**  
train *n* **S**  
travel *v* **M**  
treasure *n* **M**  
tree *n* **S**  
trip *n* **M**  
trousers *n* **S**  
truck (*n* (UK lorry) **S**  
try *n + v* **S**  
T-shirt *n* **S**  
Tuesday *n* **M**  
TV/television *n* **S**

## U

ugly *adj* **S**  
uncle *n* **M**

under *prep* **S**  
understand *v* **S**

up *adv + prep* **M**  
upstairs *adv + n* **M**

us *pron* **S**



**V**

vegetable *n M*  
very *adv S*

Vicky *n M*  
video *n + v M*

village *n M*

**W**

wait *v M*  
wake (up) *v M*  
walk *v S*  
walk *n M*  
wall *n S*  
want *v S*  
wash *n + v M*  
watch *n + v S*  
water *n S*  
waterfall *n M*  
watermelon *n S*  
wave *v S*  
we *pron S*

weak *adj M*  
wear *v S*  
weather *n M*  
website *n M*  
Wednesday *n M*  
week *n M*  
weekend *n M*  
well *dis S*  
well *adj + adv M*  
well done *dis S*  
wet *adj M*  
whale *n M*  
what *int S*

when *adv + conj + int M*  
where *int S*  
which *int S*  
which *pron M*  
white *adj S*  
who *int S*  
who *pron M*  
whose *int S*  
why *int M*  
wind *n M*  
window *n S*  
windy *adj M*  
with *prep S*

woman/women *n S*  
word *n S*  
work *n + v M*  
world *n M*  
worse *adj + adv M*  
worst *adj + adv M*  
would *v M*  
would like *v S*  
wow! *excl S*  
write *v S*  
wrong *adj M*

**X**

(No words at these levels)

**Y**

year *n S*  
yellow *adj S*

yes *adv S*  
yesterday *adv + n M*

you *pron S*  
young *adj S*

your *poss adj S*  
yours *pron S*

**Z**

zoo *n S*

# Starters, Movers and Flyers

## combined alphabetic vocabulary list

- S** First appears at *Starters* level  
**M** First appears at *Movers* level  
**F** First appears at *Flyers* level

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

### A

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

### B

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

### C

<i>café</i> <i>n</i> <b>M</b>	<i>camp</i> <i>v</i> <b>F</b>	<i>carrot</i> <i>n</i> <b>S</b>	<i>cave</i> <i>n</i> <b>F</b>
<i>cage</i> <i>n</i> <b>M</b>	<i>can</i> <i>v</i> <b>S</b>	<i>carry</i> <i>v</i> <b>M</b>	<i>CD</i> <i>n</i> <b>M</b>
<i>cake</i> <i>n</i> <b>S</b>	<i>candy</i> <i>n</i> (UK <i>sweet(s)</i> ) <b>S</b>	<i>cartoon</i> <i>n</i> <b>F</b>	<i>CD player</i> <i>n</i> <b>M</b>
<i>calendar</i> <i>n</i> <b>F</b>	<i>car</i> <i>n</i> <b>S</b>	<i>castle</i> <i>n</i> <b>F</b>	<i>centimetre</i> <i>n</i> (US
<i>call</i> <i>v</i> <b>M</b>	<i>card</i> <i>n</i> <b>F</b>	<i>cat</i> <i>n</i> <b>S</b>	<i>centimeter</i> ) <b>F</b>
<i>camel</i> <i>n</i> <b>F</b>	<i>careful</i> <i>adj</i> <b>M</b>	<i>catch</i> <i>v</i> (e.g. a ball) <b>S</b>	<i>centre</i> <i>n</i> <b>M</b>
<i>camera</i> <i>n</i> <b>S</b>	<i>carefully</i> <i>adv</i> <b>M</b>	<i>catch</i> <i>v</i> (e.g. a bus) <b>M</b>	<i>century</i> <i>n</i> <b>F</b>

chair <i>n S</i>	city <i>n M</i>	cold <i>adj + n M</i>	corner <i>n F</i>
change <i>v M</i>	city/town centre <i>n M</i>	collect <i>v F</i>	correct <i>adj S</i>
channel <i>n F</i>	class <i>n S</i>	college <i>n F</i>	cough <i>n M</i>
Charlie <i>n M</i>	classroom <i>n S</i>	colour <i>n + v S</i>	could <i>v</i> (as in past of can for ability) <i>M</i>
cheap <i>adj F</i>	clean <i>adj + v S</i>	comb <i>n + v F</i>	could <i>v</i> (for possibility) <i>F</i>
cheese <i>n M</i>	clever <i>adj M</i>	come <i>v S</i>	country <i>n M</i>
chemist('s) <i>n F</i>	climb <i>v M</i>	come on! <i>excl M</i>	countryside <i>n M</i>
chess <i>n F</i>	clock <i>n S</i>	comic <i>n M</i>	cousin <i>n S</i>
chicken <i>n S</i>	close <i>v S</i>	comic book <i>n M</i>	cow <i>n S</i>
child/children <i>n S</i>	closed <i>adj S</i>	competition <i>n F</i>	crocodile <i>n S</i>
chips <i>n</i> (US fries) <i>S</i>	clothes <i>n S</i>	complete <i>v S</i>	cross <i>n + v S</i>
chocolate <i>n S</i>	cloud <i>n M</i>	computer <i>n S</i>	crown <i>n F</i>
choose <i>v S</i>	cloudy <i>adj M</i>	concert <i>n F</i>	cry <i>v M</i>
chopsticks <i>n F</i>	clown <i>n M</i>	conversation <i>n F</i>	cup <i>n M</i>
Christmas <i>n F</i>	club <i>n F</i>	cook <i>v M</i>	cupboard <i>n S</i>
cinema <i>n M</i>	coat <i>n M</i>	cook <i>n F</i>	curly <i>adj M</i>
circle <i>n M</i>	coconut <i>n S</i>	cooker <i>n F</i>	cut <i>v F</i>
circus <i>n F</i>	coffee <i>n M</i>	cookie <i>n</i> (UK biscuit) <i>F</i>	

## D

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

## E

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

## F

face <i>n S</i>	fast <i>adj + adv F</i>	finger <i>n F</i>	flat <i>n</i> (US apartment) <i>S</i>
fact <i>n F</i>	fat <i>adj M</i>	finish <i>v F</i>	floor <i>n S</i>
factory <i>n F</i>	father <i>n S</i>	fire <i>n F</i>	floor <i>n</i> (e.g. ground, 1st, etc.) <i>M</i>
fair <i>adj M</i>	favourite <i>adj S</i>	fire engine <i>n</i> (US fire truck) <i>F</i>	flour <i>n F</i>
fall <i>v M</i>	February <i>n F</i>	fire station <i>n F</i>	flower <i>n S</i>
fall <i>n</i> (UK autumn) <i>F</i>	feel <i>v F</i>	fireman/woman <i>n F</i>	fly <i>v S</i>
fall over <i>v F</i>	fetch <i>v F</i>	first <i>adj + adv M</i>	fly <i>n M</i>
family <i>n S</i>	a few <i>det F</i>	fish ( <i>s + pl</i> ) <i>n S</i>	fog <i>n F</i>
famous <i>adj M</i>	field <i>n M</i>	fish <i>v M</i>	foggy <i>adj F</i>
fan <i>n M</i>	film <i>n + v</i> (US movie) <i>M</i>	fishing <i>n S</i>	follow <i>v F</i>
far <i>adj + adv F</i>	find <i>v S</i>	flag <i>n F</i>	food <i>n S</i>
farm <i>n M</i>	find out <i>v F</i>	flashlight <i>n</i> (UK torch) <i>F</i>	foot/feet <i>n S</i>
farmer <i>n M</i>	fine <i>adj + excl M</i>		

football *n* (US soccer) **S**  
 footballer *n* **F**  
 for *prep* **S**  
 for *prep of time* **F**  
 forest *n* **M**  
 forget *v* **F**

fork *n* **F**  
 Fred *n* **M**  
 Friday *n* **M**  
 fridge *n* **F**  
 friend *n* **S**  
 friendly *adj* **F**

fries *n* (UK chips) **S**  
 frightened *adj* **M**  
 frog *n* **S**  
 from *prep* **S**  
 front *adj + n* **F**  
 fruit *n* **S**

full *adj* **F**  
 fun *adj + n* **F**  
 funny *adj* **S**  
 fur *n* **F**  
 future *n* **F**

**G**

game *n* **S**  
 garden *n* **S**  
 gate *n* **F**  
 geography *n* **F**  
 George *n* **F**  
 get *v* **S**  
 get dressed *v* **M**  
 get married *v* **F**  
 get off *v* **M**  
 get on *v* **M**  
 get to *v* **F**  
 get undressed *v* **M**  
 get up *v* **M**

giraffe *n* **S**  
 girl *n* **S**  
 give *v* **S**  
 glass *adj* **F**  
 glass *n* **M**  
 glasses *n* **S**  
 glove *n* **F**  
 glue *n + v* **F**  
 go *v* **S**  
 go out *v* **F**  
 go shopping *v* **M**  
 goal *n* **F**  
 goat *n* **S**

gold *adj + n* **F**  
 golf *n* **F**  
 good *adj* **S**  
 goodbye *excl* **S**  
 Grace *n* **S**  
 grandchild(ren) *n* **M**  
 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 *adj* (UK grey) **S**  
 great *adj + excl* **S**  
 green *adj* **S**  
 grey *adj* (US gray) **S**  
 ground *n* **M**  
 group *n* **F**  
 grow *v* **F**  
 grown-up *n* **M**  
 guess *n + v* **F**  
 guitar *n* **S**

**H**

hair *n* **S**  
 half *adj + n* **F**  
 hall *n* **S**  
 hand *n* **S**  
 handbag *n* **S**  
 happen *v* **F**  
 happy *adj* **S**  
 hard *adj + adv* **F**  
 Harry *n* **F**  
 hat *n* **S**  
 hate *v* **F**  
 have *v* **S**  
 have got *v* **S**  
 have (got) to *v* **M**  
 he *pron* **S**  
 head *n* **S**  
 headache *n* **M**

headteacher *n* **F**  
 hear *v* **F**  
 heavy *adj* **F**  
 Helen *n* **F**  
 helicopter *n* **S**  
 hello *excl* **S**  
 help *v* **M**  
 her *poss adj + pron* **S**  
 here *adv* **S**  
 hers *pron* **S**  
 herself *pron* **F**  
 hide *v* **M**  
 high *adj* **F**  
 hill *n* **F**  
 him *pron* **S**  
 himself *pron* **F**  
 hippo *n* **S**

his *poss adj + pron* **S**  
 history *n* **F**  
 hit *v* **S**  
 hobby *n* **S**  
 hockey *n* **S**  
 hold *v* **S**  
 holiday *n* **M**  
 Holly *n* **F**  
 home *n+adv* **S**  
 homework *n* **M**  
 honey *n* **F**  
 hop *v* **M**  
 hope *v* **F**  
 horrible *adj* **F**  
 horse *n* **S**  
 hospital *n* **M**  
 hot *adj* **M**

hotel *n* **F**  
 hour *n* **F**  
 house *n* **S**  
 how *int* **S**  
 how *adv* **M**  
 how long *adv + int* **F**  
 how many *int* **S**  
 how much *adv + int* **M**  
 how often *adv + int* **M**  
 how old *int* **S**  
 hundred *n* **M**  
 hungry *adj* **M**  
 hurry *v* **F**  
 hurt *v* **M**  
 husband *n* **F**

**I**

I *pron* **S**  
 ice *n* **F**  
 ice cream *n* **S**  
 idea *n* **M**  
 if *conj* **F**  
 ill *adj* **F**

important *adj* **F**  
 improve *v* **F**  
 in *prep of place + time* **S**  
 in front of *prep* **S**  
 information *n* **F**  
 insect *n* **F**

inside *adv + n + prep* **M**  
 instrument *n* **F**  
 interesting *adj* **F**  
 internet *n* **M**  
 into *prep* **M**  
 invite *v* **M**

island *n* **M**  
 it *pron* **S**  
 its *poss adj + pron* **S**  
 itself *pron* **F**

**J**

Jack *n* **M**  
 jacket *n* **S**  
 jam *n* **F**  
 Jane *n* **M**  
 January *n* **F**

jeans *n* **S**  
 Jill *n* **S**  
 Jim *n* **M**  
 job *n* **F**  
 John *n* **M**

join *v* (a club) **F**  
 journalist *n* **F**  
 journey *n* **F**  
 juice *n* **S**  
 July *n* **F**

jump *v* **S**  
 June *n* **F**  
 jungle *n* **M**  
 just *adv* **F**

**K**

kangaroo *n* **M**  
 Katy *n* **F**  
 keep *v* **F**  
 key *n* **F**  
 keyboard *n* (computer) **S**  
 kick *v* **S**

kick *n* **M**  
 kilometre *n* (US  
kilometer) **F**  
 Kim *n* **S**  
 kind *n* **M**  
 kind *adj* **F**

king *n* **F**  
 kitchen *n* **S**  
 kite *n* **S**  
 kitten *n* **M**  
 knife *n* **F**  
 know *v* **S**

## L

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

## M

magazine <i>n</i> <b>F</b>	me too <i>dis</i> <b>S</b>	mind <i>v</i> <b>F</b>	mountain <i>n</i> <b>M</b>
make <i>v</i> <b>S</b>	meal <i>n</i> <b>F</b>	mine <i>pron</i> <b>S</b>	mouse/mice <i>n</i> <b>S</b>
make sure <i>v</i> <b>F</b>	mean <i>v</i> <b>M</b>	minute <i>n</i> <b>F</b>	mouse <i>n</i> (computer) <b>S</b>
man/men <i>n</i> <b>S</b>	meat <i>n</i> <b>S</b>	mirror <i>n</i> <b>S</b>	moustache <i>n</i> <b>M</b>
mango <i>n</i> <b>S</b>	mechanic <i>n</i> <b>F</b>	Miss <i>title</i> <b>S</b>	mouth <i>n</i> <b>S</b>
many <i>det</i> <b>S</b>	medicine <i>n</i> <b>F</b>	missing <i>adj</i> <b>F</b>	move <i>v</i> <b>M</b>
map <i>n</i> <b>M</b>	meet <i>v</i> <b>F</b>	mistake <i>n</i> <b>M</b>	movie <i>n</i> (UK film) <b>M</b>
March <i>n</i> <b>F</b>	meeting <i>n</i> <b>F</b>	mix <i>v</i> <b>F</b>	Mr <i>title</i> <b>S</b>
market <i>n</i> <b>M</b>	member <i>n</i> <b>F</b>	Monday <i>n</i> <b>M</b>	Mrs <i>title</i> <b>S</b>
married <i>adj</i> <b>F</b>	message <i>n</i> <b>M</b>	money <i>n</i> <b>F</b>	much <i>adv + det + pron</i> <b>F</b>
Mary <i>n</i> <b>M</b>	metal <i>adj + n</i> <b>F</b>	monkey <i>n</i> <b>S</b>	mum(my) <i>n</i> <b>S</b>
mat <i>n</i> <b>S</b>	metre <i>n</i> (US meter) <b>F</b>	monster <i>n</i> <b>S</b>	museum <i>n</i> <b>F</b>
match <i>n</i> (football) <b>F</b>	Michael <i>n</i> <b>F</b>	month <i>n</i> <b>F</b>	music <i>n</i> <b>S</b>
maths <i>n</i> (US math) <b>F</b>	midday <i>n</i> <b>F</b>	moon <i>n</i> <b>M</b>	must <i>v</i> <b>M</b>
matter <i>n</i> <b>M</b>	middle <i>n + adj</i> <b>F</b>	more <i>adv + det + pron</i> <b>M</b>	my <i>poss adj</i> <b>S</b>
May <i>n</i> (as in girl's name) <b>S</b>	midnight <i>n</i> <b>F</b>	morning <i>n</i> <b>S</b>	myself <i>pron</i> <b>F</b>
May <i>n</i> <b>F</b>	might <i>v</i> <b>F</b>	most <i>adv + det + pron</i> <b>M</b>	
may <i>v</i> <b>F</b>	milk <i>n</i> <b>S</b>	mother <i>n</i> <b>S</b>	
me <i>pron</i> <b>S</b>	million <i>n</i> <b>F</b>	motorbike <i>n</i> <b>S</b>	

## N

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

## O

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

## P

p.m. (for time) <b>F</b>	painter <i>n</i> <b>F</b>	panda <i>n</i> <b>M</b>	parent <i>n</i> <b>M</b>
page <i>n</i> <b>S</b>	painting <i>n</i> <b>S</b>	paper <i>adj + n</i> <b>F</b>	park <i>n</i> <b>S</b>
paint <i>n + v</i> <b>S</b>	pair <i>n</i> <b>M</b>	pardon <i>int</i> <b>S</b>	parrot <i>n</i> <b>M</b>

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

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

## T

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

## U

ugly <i>adj S</i>	unfriendly <i>adj F</i>	until <i>prep F</i>	use <i>v F</i>
umbrella <i>n F</i>	unhappy <i>adj F</i>	unusual <i>adj F</i>	usually <i>adv F</i>
uncle <i>n M</i>	uniform <i>n F</i>	up <i>adv + prep M</i>	
under <i>prep S</i>	university <i>n F</i>	upstairs <i>adv + n M</i>	
understand <i>v S</i>	untidy <i>adj F</i>	us <i>pron S</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>	wash <i>n + v M</i>	weak <i>adj M</i>	well <i>adj + adv M</i>
waiter <i>n F</i>	watch <i>n + v S</i>	wear <i>v S</i>	well done <i>dis S</i>
wake (up) <i>v M</i>	water <i>n S</i>	weather <i>n M</i>	west <i>n F</i>
walk <i>v S</i>	waterfall <i>n M</i>	website <i>n M</i>	wet <i>adj M</i>
walk <i>n M</i>	watermelon <i>n S</i>	Wednesday <i>n M</i>	whale <i>n M</i>
wall <i>n S</i>	wave <i>v S</i>	week <i>n M</i>	what <i>int S</i>
want <i>v S</i>	way <i>n F</i>	weekend <i>n M</i>	wheel <i>n F</i>
warm <i>adj F</i>	we <i>pron S</i>	well <i>dis S</i>	when <i>adv + conj + int M</i>

where *int S*  
 where *pron F*  
 which *int S*  
 which *pron M*  
 whisper *v F*  
 whistle *v F*  
 white *adj S*  
 who *int S*  
 who *pron M*  
 whose *int S*

why *int M*  
 wife *n F*  
 wild *adj F*  
 will *v F*  
 William *n F*  
 win *v F*  
 wind *n M*  
 window *n S*  
 windy *adj M*  
 wing *n F*

winner *n F*  
 winter *n F*  
 wish *n + v F*  
 with *prep S*  
 without *prep F*  
 woman/women *n S*  
 wonderful *adj F*  
 wood *n F*  
 wool *n F*  
 word *n S*

work *n + v M*  
 world *n M*  
 worried *adj F*  
 worse *adj + adv M*  
 worst *adj + adv M*  
 would *v M*  
 would like *v S*  
 wow! *excl S*  
 write *v S*  
 wrong *adj M*

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**X**

(No words at these levels)

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**Y**

year *n S*  
 yellow *adj S*  
 yes *adv S*

yesterday *adv + n M*  
 yet *adv F*  
 you *pron S*

you're welcome *excl F*  
 young *adj S*  
 your *poss adj S*

yours *pron S*  
 yourself *pron F*

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**Z**

zero *n F*  
 zoo *n S*



# Starters, Movers and Flyers

## combined thematic vocabulary list

N.B. For a comprehensive vocabulary list, see the alphabetic combined list on p48.

	Starters		Movers		Flyers
<b>Animals</b>	animal bird cat chicken cow crocodile dog duck elephant fish (s + pl) frog giraffe goat	hippo horse lizard monkey mouse/mice sheep (s + pl) snake spider tail tiger zoo	bat bear cage dolphin fly jungle kangaroo kitten lion panda parrot pet puppy	rabbit shark whale	butterfly camel dinosaur extinct fur insect octopus swan wild wing
<b>The body and the face</b>	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 straight thin tooth/teeth	finger toe
<b>Clothes</b>	bag clothes dress glasses handbag hat jacket jeans	shirt shoe skirt sock trousers T-shirt watch wear	coat scarf sweater	belt crown glove necklace pocket ring shorts spot	spotted stripe striped sunglasses tights umbrella uniform
<b>Colours</b>	black blue brown colour green grey (US gray)	orange pink purple red white yellow			bright (of colour) gold silver spot spotted stripe

	Starters		Movers		Flyers
<b>Family &amp; Friends</b>	baby boy brother child/children cousin dad(dy) family father friend girl grandfather grandma	grandmother grandpa live man/men mother mum(my) old person/people sister woman/women young	aunt daughter grandchild(ren) granddaughter grandparent grandson grown-up parent son uncle		get married husband married partner surname wife
<b>Food &amp; drink</b>	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 lemon lemonade lime lunch mango meat milk onion orange pea pear pineapple potato rice sausage supper sweet(s) (US candy) tomato water watermelon	bottle bowl cheese coffee cup glass hungry pasta picnic plate salad sandwich soup tea thirsty vegetable		biscuit (US cookie) butter chopsticks cookie (UK biscuit) flour fork honey jam knife meal pepper piece pizza salt smell snack spoon sugar taste
<b>Health</b>			cold cough cry doctor earache fall fine headache hospital	hurt matter (what's the matter?) nurse stomach-ache temperature tired toothache	chemist ('s) cut dentist fall over ill medicine

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

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

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

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

# Starters, Movers and Flyers

## combined grammatical vocabulary list

	Starters		Movers		Flyers	
Nouns	afternoon	chicken	address	fan	actor	(UK biscuit)
	Alex	child/children	age	farm	adventure	corner
	alien	chips (US fries)	aunt	farmer	advice	crown
	alphabet	chocolate	back	field	air	date
	animal	class	balcony	film (US movie)	airport	David
	Ann	classroom	band (music)	floor (e.g. ground, 1st etc.)	ambulance	December
	Anna	clock	bank		April	dentist
	answer	clothes	basement	fly	art	desert
	apartment	coconut	bat	forest	artist	diary
	(UK flat)	colour	bear	Fred	astronaut	dictionary
	apple	computer	beard	Friday	August	dinosaur
	arm	cousin	blanket	glass	autumn (US fall)	drum
	armchair	cow	bottle	grandchild(ren)	backback (UK rucksack)	east
	baby	crocodile	bottom	granddaughter		Emma
	badminton	cross	bowl	grandparent	belt	engineer
	bag	cupboard	break	grandson	Betty	entrance
	ball	dad(dy)	bus station	grass	bicycle	envelope
	balloon	Dan	bus stop	ground	bin	environment
	banana	day	café	grown-up	biscuit	exam
	baseball	desk	cage	headache	(US cookie)	exit
	basketball	dining room	CD	holiday	bit	fact
	bath	dinner	CD player	homework	bridge	factory
	bathroom	dog	centre	hospital	brush	February
	beach	doll	Charlie	hundred	building	fall (UK autumn)
	bean	door	cheese	idea	business	finger
	bed	drawing	cinema	inside	businessman/ woman	fire
	bedroom	dress	circle	internet		fire engine (US fire truck)
	Ben	drink	city	island	butter	fire station
	bike	duck	city/town centre	Jack	butterfly	fireman/woman
	Bill	ear	cloud	Jane	calendar	flag
	bird	egg	clown	Jim	camel	flashlight
	birthday	elephant	coat	John	card	(UK torch)
	board	end	coffee	jungle	cartoon	flour
	boat	English	cold	kangaroo	castle	fog
	body	eraser (UK rubber)	comic/comic book	kick	cave	footballer
	book		cough	kind	centimetre	fork
	bookcase	evening	country(side)	kitten	(US centimeter)	fridge
	bookshop	example	cup	lake	century	front
	box	eye	Daisy	laugh	channel	fun
	boy	face	daughter	leaf/leaves	chemist('s)	fur
	bread	family	difference	library	chess	future
	breakfast	father	doctor	lift (US elevator)	chopsticks	gate
	brother	fish (s + pl)	dolphin	Lily	Christmas	geography
	burger	fishing	downstairs	lion	circus	George
	bus	flat (US apartment)	dream	map	club	glove
	cake		drive	market	college	glue
	camera	floor	driver	Mary	comb	goal
	candy (UK sweet(s))	flower	DVD	matter	competition	gold
	car	food	DVD player	message	concert	golf
	carrot	foot/feet	earache	mistake	conversation	group
	cat	football (US soccer)	elevator (UK lift)	Monday	cook	guess
	chair	friend	email	moon	cooker	half
				mountain	cookie	

Starters			Movers		Flyers	
Nouns cont.	fries (UK chips)	meat	moustache	swimming pool	Harry	October
	frog	milk	movie (UK film)	tea	headteacher	octopus
	fruit	mirror	neck	temperature	Helen	office
	game	monkey	noise	text	hill	painter
	garden	monster	nurse	thing	history	paper
	giraffe	morning	outside	Thursday	Holly	partner
	girl	mother	pair	ticket	honey	passenger
	glasses	motorbike	panda	tooth/teeth	hotel	past
	goat	mouse/mice	parent	toothache	hour	path
	Grace	mouse	parrot	toothbrush	husband	pepper
	grandfather	(computer)	party	top	ice	photographer
	grandma	mouth	pasta	towel	information	piece
	grandmother	mum(my)	Paul	town	insect	pilot
	grandpa	music	pet	town/city centre	instrument	pizza
	grape	name	Peter	treasure	jam	planet
	guitar	Nick	picnic	trip	January	plastic
	hair	night	pirate	Tuesday	job	player
	hall	nose	place	uncle	journalist	pocket
	hand	number	plant	upstairs	journey	police station
	handbag	onion	plate	vegetable	July	policeman/ woman
	hat	orange	pool	Vicky	June	post office
	head	page	present	video	Katy	postcard
	helicopter	paint	puppy	village	key	prize
	hippo	painting	rabbit	walk	kilometre (US kilometer)	problem
	hobby	park	rain	wash	king	programme (US program)
	hockey	part	rainbow	waterfall	knife	pyramid
	home	Pat	ride	weather	language	quarter
	horse	pea	river	website	letter (as in mail)	queen
	house	pear	road	Wednesday	lift (ride)	race
	ice cream	pen	rock	week	light	railway
	jacket	pencil	roof	weekend	London	restaurant
	jeans	person/people	sail	whale	magazine	Richard
	Jill	phone	salad	wind	March	ring
	juice	photo	Sally	work	match (football)	Robert
	keyboard	piano	sandwich	world	maths (US math)	rocket
	(computer)	picture	Saturday	yesterday	May (as in month)	rucksack (US backpack)
	Kim	pineapple	scarf		meal	salt
	kitchen	plane	seat		mechanic	Sarah
	kite	playground	shark		medicine	science
	lamp	potato	shopping		meeting	scissors
	leg	question	shopping centre		member	score
	lemon	radio	shoulder		metal	screen
	lemonade	rice	shower		metre (US meter)	secret
	lesson	robot	skate		Michael	secretary
	letter (as in alphabet)	room	snow		midday	September
	lime	rubber	son		middle	shelf
	line	(US eraser)	soup		minute	shorts
	living room	ruler	sports centre		money	silver
	lizard	Sam	square		month	singer
	lorry (US truck)	sand	stair(s)		museum	ski
	Lucy	sausage	star		necklace	sky
	lunch	school	station		news	sledge
	man/men	sea	stomach		newspaper	smell
	mango	sentence	stomach-ache		north	snack
	mat	sheep (s + pl)	Sunday		November	snowball
	May (as in girl's name)	shell	supermarket			
		shirt	sweater			
		shoe	swim			



Starters			Movers		Flyers	
<b>Nouns</b> cont.	shop (US store)	tiger			snowboarding	tights
	sister	today			snowman	time
	skirt	Tom			soap	timetable
	smile	tomato			sound	toe
	snake	Tony			south	toilet
	soccer (UK football)	toy			space	tomorrow
	sock	train			spoon	tonight
	sofa	tree			spot	torch
	song	trousers			spring	(US flashlight)
	spider	truck (UK lorry)			stage	tour
	sport	try			stamp	traffic
	store (UK shop)	T-shirt			storm	umbrella
	story	tv/television			stripe	uniform
	street	wall			student	university
	Sue	watch			subject	view
	sun	water			sugar	violin
	supper	watermelon			suitcase	volleyball
	sweet(s) (US candy)	window			summer	waiter
	table	woman/women			sunglasses	way
	table tennis	word			surname	west
	tail	year			swan	wheel
	teacher	zoo			swing	wife
	television/TV				tape recorder	William
	tennis				taste	wing
	test				taxi	winner
	tick				team	winter
					telephone	wish
					tent	wood
					theatre	wool
					thousand	zero
<b>Adjectives</b>	angry	OK	afraid	frightened	alone	heavy
	beautiful	old	all	hot	bored	high
	big	open	all right	hungry	brave	horrible
	black	orange	awake	last	bright (of colour)	ill
	blue	our	back	loud	broken	important
	brown	pink	bad	naughty	cheap	interesting
	clean	purple	best	pretty	dangerous	kind
	closed	red	better	quick	dark	large
	correct	right (as in correct)	blond(e)	quiet	dear	late
	dirty		boring	round	early	lazy
	double	sad	bottom	safe	empty	left (as in direction)
	English	short	busy	second	enough	
	favourite	small	careful	slow	excellent	light
	funny	sorry	clever	square	excited	little
	good	their	cloudy	straight	expensive	lovely
	gray (US grey)	ugly	cold	strong	extinct	low
	great	white	curly	sunny	far	lucky
	green	yellow	different	surprised	fast	married
	grey (US gray)	young	difficult	sweet	foggy	metal
	happy	your	dry	tall	friendly	middle
	her		easy	terrible	front	missing
	his		exciting	thin	full	next
	its		famous	third	fun	noisy
	long		fair	thirsty	glass	normal
	my		fat	tired	gold	online
	new		fine	top	half	paper
	nice		first	weak	hard	plastic

Starters		Movers		Flyers	
<b>Adjectives</b> cont.		well wet windy worse	worst wrong	poor popular ready rich right (as in direction) same several silver single soft special spotted	strange striped sure tidy unfriendly unhappy untidy unusual warm wild wonderful worried
<b>Determiners</b> a/an a lot of 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	
<b>Adverbs</b> 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	off often on only out outside quickly quietly round second slowly sometimes then third up upstairs well when worse worst yesterday	actually after ago already also anywhere away before early else ever everywhere far fast hard how long just late later a little much	next nowhere o'clock of course once over perhaps quite so somewhere soon still straight on suddenly together tomorrow tonight twice usually yet
<b>Prepositions</b> about at (prep of place) behind between for from in (prep of place and time) in front of like next to of on (prep of place) to under with		above after at (prep of time) before below by down inside into near	off on (prep of time) opposite out of outside round than up	across during for (prep of time) over past since through until without	
<b>Conjunctions</b> and but or		because than	when	after before	if so

Starters			Movers		Flyers	
Pronouns						
	he	ours	all		anyone	
	her	she	another		anything	
	hers	that	any		each	
	him	theirs	both		enough	
	his	them	everyone		herself	
	I	these	everything		himself	
	it	they	more		itself	
	its	this	most		much	
	a lot	those	nothing		myself	
	lots	us	someone		no-one	
	me	we	something		other	
	mine	you	which		where	
	one	yours	who		yourself	
Verbs – irregular						
	be	let’s	be called		be going to	send
	can	make	bring		begin	should
	catch (e.g. a ball)	put	buy		break	smell
	choose	read	catch (e.g. a bus)		cut	speak
	come	ride	dry		fall over	spend
	do	run	fall		feel	steal
	draw	say	get (un)dressed		find out	swing
	drink	see	get (up/on/off)		forget	take (as in time)
	drive	sing	go shopping		get married	teach
	eat	sit	have (got) to		get to	win
	find	sleep	hide		go out	
	fly	spell	hurt		grow	
	get	stand	lose		hear	
	give	swim	mean		keep	
	go	take a photo/ picture	must		leave	
	have	tell	put on		let	
	have got	throw	take		lie (as in lie down)	
	hit	understand	take off		make sure	
	hold	wear	think		meet	
	know	write	wake up		send	
	learn				sell	
Verbs – regular						
	add	open	call	move	agree	hate
	answer	paint	carry	need	arrive	hope
	ask	phone	change	plant	believe	hurry
	bounce	pick up	climb	rain	brush	improve
	clean	play	cook	sail	burn	join (a club)
	close	point	cry	shop	camp	lift
	colour	show	dance	shout	collect	look after
	complete	smile	dream	skate	comb	look (like)
	cross	start	dress up	skip	decide	mind
	enjoy	stop	drop	snow	describe	mix
	jump	talk	email	text	end	post
	kick	test	film	travel	explain	prefer
	like	tick	fish	video	fetch	prepare
	listen	try	help	wait	finish	pull
	live	walk	hop	wash	follow	push
	look	want	invite	work	glue	race
	look (at)	watch	laugh		guess	remember
	love	wave	look for		happen	repair

Starters	Movers	Flyers
<b>Verbs – regular</b> cont.		repeat save score ski sledge sound sound like stay study taste taste like  thank tidy turn turn (off/on) use visit whisper whistle wish
<b>Modals</b> can/cannot/can't	could (as in past of can for ability) must shall would	could (for possibility) may might should will
<b>Question words</b> how                      where how many                which how old                    who what                         whose	how much how often when why	how long

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