

## Introduction

*Academy Stars Level 5* and *Level 6* will prepare children to take the *Cambridge English: Flyers* test of English at the end of their course. The *Cambridge English: Young Learners* tests are for children between the ages of 7 and 12. The tests do not pass or fail children, but instead award them a number of attainment shields on a scale from one to five. The tests are in three levels: *Starters*, *Movers* and *Flyers*.

The *Flyers* test is at the level of A2 of the Common European Framework of Reference (CEFR). The official syllabus and wordlist are available at <http://www.cambridgeenglish.org/exams/young-learners-english>. The syllabus of *Academy Stars Level 5* and *Level 6* covers and reviews this official syllabus and wordlist. The *Flyers* test has three papers, testing the four language skills:

Paper	Timing	Number of test items	Parts of the test
Reading and Writing	40 minutes	43 + 15 for writing task (Part 7)	<p><b>Part 1:</b> Reading for specific information and matching to words. There are ten definitions and children copy ten words.</p> <p><b>Part 2:</b> Reading and completing a continuous dialogue. The responses are always to direct questions. There are five items and the children choose from a set of eight possible options.</p> <p><b>Part 3:</b> Reading for specific information and gist in a cloze text with one summary multiple-choice option. The children read a text and look at the words in the box. They choose the correct words to fill the five gaps and copy them into the text. They then choose the best title for the story from a choice of three.</p> <p><b>Part 4:</b> Reading and understanding a factual text. The children read the text, which contains ten gaps. They have a choice of three options for each gap and they copy the correct word into the text.</p> <p><b>Part 5:</b> Reading a story and completing sentences with one, two, three or four words. The children complete seven sentences about the story by writing one, two, three or four words.</p> <p><b>Part 6:</b> Open cloze; reading and understanding a short text. The children read a short text and write in the five missing words.</p> <p><b>Part 7:</b> Writing a short story. The children write a short story based on three pictures.</p>
Speaking	7–9 minutes	15	<p><b>Part 1:</b> Understanding statements and responding. The children understand six statements by the examiner and respond to picture prompts by describing differences.</p> <p><b>Part 2:</b> Responding to and asking questions. Information exchange: children provide five responses and ask five questions.</p> <p><b>Part 3:</b> Describing a series of pictures. Children describe four pictures and continue to tell a story.</p> <p><b>Part 4:</b> Understanding and responding to personal questions. The children answer personal questions.</p>
Listening	25 minutes	25	<p><b>Part 1:</b> Listening for names and descriptions. There are five items and the children draw lines between the names and the people in the picture.</p> <p><b>Part 2:</b> Listening for names, spelling and other information. There are five items and the children take notes.</p> <p><b>Part 3:</b> Listening for specific information. There are five items and children match a set of illustrated words or names with a set of pictures (multiple matching).</p> <p><b>Part 4:</b> Listening for specific information. There are five items and the children choose from three-option multiple choice.</p> <p><b>Part 5:</b> Listening for words, colours and specific information. There are five different items and the children follow instructions to colour different things in a picture or write simple words.</p>

The *Level 5* test gives pupils practice in all these parts of the three papers at the level of grammar and vocabulary knowledge that the children will have reached by the end of *Academy Stars Level 5*.

## CE:YL Flyers Reading and Writing

### Part 1: Reading definitions and matching to words 10 marks

In this task, the children match words and definitions. The children read 10 definitions and match words to them from a choice of 15 words. There are four distractors. The children copy the words.

**Answers:**

1 cereal 2 a dentist 3 a rucksack 4 gloves  
5 a fire engine 6 a butterfly 7 a spoon  
8 a chemist's 9 a desert 10 an umbrella

### Part 2: Reading and completing five short dialogues 5 marks

The children complete a dialogue by selecting the best responses to the first speaker. The general situation of the dialogue is communicated through a picture but the dialogue is then divided into six mini-dialogues (including example). The children decide what the second speaker should say on his / her turn by choosing from a set of eight possible options. There are two distractors.

**Answers:**

1 C 2 H 3 E 4 G 5 A

### Part 3: Reading for specific information and gist in a cloze text with one summary multiple-choice option 6 marks

The children read a short story and complete the five gaps by copying the correct response from a box of ten words. There are four distractors. The children copy the correct words in each of the five gaps. The final test item asks the children to choose the best title for the story from three options.

**Answers:**

1 view 2 ground 3 broken 4 decided 5 high  
6 Helping a bird

### Part 4: Reading and understanding a factual text 10 marks

The children read a factual text, which has a title and an illustration to give the general idea of the content. The text has ten gaps, which the children complete with the appropriate word from a choice of three multiple-choice options. The items to fill the gaps are a test of understanding of grammar.

**Answers:**

1 many 2 which 3 their 4 when 5 use 6 of  
7 oldest 8 during 9 because 10 faster

### Part 5: Reading a story and completing sentences with one, two, three or four words 7 marks

The children are given a story with an illustration that gives a general idea of the content. The children read the story, then they read some sentences that summarise the content but have gaps. They complete the sentences using one, two, three or four words.

**Answers:**

1 the top of 2 chicken sandwiches and biscuits 3 fire  
4 night 5 it was very dark 6 wasn't / was not 7 said  
hello to

### Part 6: Open cloze 5 marks

The children read a short text, which has five gaps. They write in the missing words.

**Answers:**

1 see / visit 2 on 3 were 4 which 5 because

### Part 7: Writing 15 marks

The children look at three pictures, which tell a story. They write a short story about them.

**Suggested answer (20 words or more from the following suggested sentences):**

A boy is in bed and it is dark. He sees some eyes on top of the cupboard. He is frightened.  
Then he sees a strange animal on the wall. He sits up in bed. He is very frightened.  
Now the light is on and the boy isn't frightened. His little brother has come into the room. The eyes on the cupboard are toys and the strange animal on the wall is two toy monkeys. Now he is happy.

## CE:YL Flyers Speaking

Time: approximately 7–9 minutes

4 Parts

A total of 15 marks

Part	Task and output	Number of questions
Part 1	Understanding statements and responding <ul style="list-style-type: none"> <li>• The examiner and the children look at similar pictures with six differences.</li> <li>• The examiner describes six features of their picture and the children identify and say how the second picture is different.</li> </ul>	6
Part 2	Responding to and asking questions <ul style="list-style-type: none"> <li>• The examiner and the children have different information.</li> <li>• The children must respond to five questions from the examiner based on information cues.</li> <li>• The children must then ask five questions based on a set of question cues.</li> </ul>	10
Part 3	Describing four pictures <ul style="list-style-type: none"> <li>• The children listen to the examiner telling them the beginning of a five-picture story.</li> <li>• They continue the story from the prompt.</li> </ul>	4
Part 4	Understanding and responding to personal questions <ul style="list-style-type: none"> <li>• The children answer personal questions.</li> </ul>	4

### Part 1

Show both pictures to the child and say: *Here are two pictures of a playground. There are some differences.*

You are going to describe six features of your picture (points of difference between pictures). After describing each feature, encourage the children to look at their copy and say a sentence in response to highlight how the two pictures are different.

- 1 *In my picture, the boy in the jeans and the orange T-shirt is eating a yoghurt.*
- 2 *In my picture, there are some children playing volleyball.*
- 3 *In my picture, there's a boy wearing a green rucksack on his back.*
- 4 *In my picture, the teacher is wearing sunglasses.*
- 5 *In my picture, there's a purple flag with a flower on it.*
- 6 *In my picture, there's a girl in red trousers who is listening to music.*

#### Possible acceptable answers:

Note: the children do not have to speak in complete sentences.

- 1 In my picture, he's eating an apple.
- 2 In my picture, they are playing baseball.
- 3 In my picture, his rucksack is red.
- 4 In my picture, she isn't wearing sunglasses.
- 5 In my picture, there's an orange flag with no flower.
- 6 In my picture, she's reading a book.

### Part 2

Show both copies of the information exchange to the child and say: *Look at this information about clubs that these children do at school.*

Now encourage them to look at their copy only and ask them questions. Point to the information on their copy.

- 1 *What's Helen's favourite school club?*
- 2 *What day is her club?*
- 3 *How long is her club?*
- 4 *What time does it start?*
- 5 *Where is her club?*

Now encourage children to ask you questions about Harry's club using the question prompts on their copy. Answer their questions using the information from the box.

#### Possible acceptable answers

Note: the children do not have to speak in complete sentences.

#### Answers:

- 1 Helen's favourite club is music club.
- 2 It's on Tuesday.
- 3 It's 45 minutes long.
- 4 It starts at 3.45.
- 5 It's in the music room.

#### Questions:

- 1 What's Harry's favourite school club?
- 2 What day is his club?
- 3 How long is his club?
- 4 What time does it start?
- 5 Where is his club?

**Part 3**

The child looks at a sequence of five pictures that tell a story. Give the title of the story and describe what is in the first picture: *This is David. He is sleeping in front of the fire. There's a cat. The cat is watching David.*

The child then describes what is happening in the next four pictures. Remember that the story is to elicit a description of the pictures, not a continuous narrative.

**Possible acceptable answers:**

Note: the children do not have to make the descriptions join up. They only have to give a minimal meaningful response.

Picture 2: The cat is making a lot of noise at the door. The cat wakes David up. David is surprised.

Picture 3: David gets up and goes to look outside, but there's nobody there. The cat is walking towards David's chair. The cat is happy.

Picture 4: The cat is now sleeping in David's armchair. David isn't angry. He is smiling.

Picture 5: David has got another chair and he is sleeping in it. David and his cat are happy.

**Part 4**

Ask the child four questions. For example, ask:

*Tell me about your school.*

*What's your favourite subject at school and why?*

*What do you do after school?*

*What's your favourite food and why?*

**CE:YL Flyers Listening****Part 1 matching – 5 marks**

In this task, the children look at the picture and listen to a dialogue between an adult and a child describing people and their actions in the picture. The children draw lines to identify people doing different things.

**Answers:**

- 1 Betty – elderly lady eating pasta
- 2 George – man looking sad, eating salad
- 3 Emma – girl eating pizza
- 4 Katy – little girl sitting at table eating soup
- 5 Holly – girl on phone

**Part 2 note-taking – 5 marks**

In this task, the children listen to a dialogue between an adult and child on a topic that is shown in a general picture. The children write a word or number next to five short prompts on the notepad.

**Answers:**

- 1 ten 2 train 3 Miller 4 walks 5 rained

**Part 3 – listening for specific information and matching pictures – 5 marks**

In this task, the children listen to a continuous dialogue in which a child explains to an adult where she found various things in the house. The children look at the pictures of the found items and match them to the pictures of the places in the house, according to what they hear.

**Answers:**

- Watch – H  
Sunglasses – B  
Key – G  
Necklace – A  
Camera – E

**Part 4 – listening for specific information and matching pictures – 5 marks**

In this task, the children listen to six sections of a dialogue between two speakers. For each dialogue, the children are given a question to answer and a choice of three-answer picture options in multiple-choice format.

**Answers:**

- 1 B 2 A 3 A 4 C 5 C

**Part 5 – listening for specific information to colour and write words – 5 marks**

This task is based on a dialogue in which an adult asks a child to colour different things in a picture that is reproduced on the test page. The children look at the picture, listen to the dialogue and follow instructions to colour parts of the picture in different colours, or write words in particular places.

**Answers:**

- 1 toy octopus – coloured purple
- 2 pilot's bag – PILOT written on
- 3 man's trainers – yellow
- 4 lorry – coloured green
- 5 side of plane – TRAVEL written on

**Narrator:** Hello. This is your Academy Stars Level 5 listening test to practise Cambridge Flyers.

Part One.

Listen and look.

There is one example.

**PAUSE 00'03"**

**Mch:** Look at this photo, Mrs May. I took it last week at my father's birthday dinner!

**F:** Oh how wonderful! What a nice restaurant. Who are all these people?

**Mch:** The man who's opening the present is my father, David.

**F:** Oh yes, was that an exciting present?

**Mch:** Not really... it was some new socks from his mother!

**F:** Oh, my mother always buys me socks, too!

**PAUSE 00'03"**

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

**PAUSE 00'03"**

[REPEAT FROM HERE]

**F:** Was your grandmother there at the dinner?

**Mch:** Yes, that's her. Her name is Betty. She's got white hair.

**F:** Oh yes, I can see her. Is she the woman who is eating pasta?

**Mch:** Yes, that's her. I love pasta.

**F:** I do, too.

**PAUSE 00'05"**

**F:** Who's that man opposite your grandmother?

**Mch:** The one who is drinking some orange juice?

**F:** No, not him. The one who's eating a salad.

**Mch:** That's my Uncle George.

**F:** He doesn't look very happy.

**Mch:** No, he wasn't. He wasn't feeling very well that day, so he wanted to go home.

**F:** Oh dear.

**PAUSE 00'05"**

**F:** This photo is making me feel hungry! That pizza looks good. Who's the girl who is eating the pizza?

**Mch:** That's my cousin, Emma. Pizza is her favourite food, so she always has it when we go to this restaurant.

**F:** I like her T-shirt.

**Mch:** Yes, it's quite new.

**PAUSE 00'05"**

**Mch:** Can you see my little sister, Katy?

**F:** Is she the girl who's sitting on the floor playing with her doll?

**Mch:** No, that's my other cousin. My sister Katy is sitting at the table. She's eating soup.

**F:** Oh yes, I can see her. There's some soup on her lovely T-shirt.

**Mch:** Oh dear.

**PAUSE 00'05"**

**F:** Who's that girl who is on her phone?

**Mch:** That's my other sister, Holly.

**F:** She's older than you, isn't she?

**Mch:** Yes, she is. She's 14 years old. It's her birthday next week.

**F:** Oh, will you go to the restaurant again for her birthday?

**Mch:** Maybe!

**PAUSE 00'05"**

**Narrator:** Now listen to Part One again.

**PAUSE 00'03"**

[REPEAT PART ONE WITH ONLY 00'03" PAUSES]

That is the end of Part One.

**PAUSE 00'05"**

Part Two.

Listen and look.

There is one example.

**PAUSE 00'03"**

**F:** Did you enjoy your holiday, Michael?

**Mch:** Yes, I did! It was amazing!

**F:** Where did you go?

**Mch:** I went to the mountains with my mother and father.

**PAUSE 00'03"**

**Narrator:** Can you see the answer? Now you listen and write.

**PAUSE 00'03"**

[REPEAT FROM HERE]

**F:** How long did you stay?

**Mch:** We stayed for ten nights, so we had 11 days to enjoy the mountains.

**F:** And how did you get there? Was it a long journey?

**Mch:** Yes, it was. First, we got the plane, then we took a train up the mountain. It took all day to get there and we were very tired when we arrived.

**F:** Where did you stay?

**Mch:** We stayed in a beautiful, old hotel, which was right on the top of the mountain. There were wonderful views from our bedroom. It was called Miller Hotel.

**F:** How do you spell that?

**Mch:** M-I-L-L-E-R. It's very popular. You should go there if you can.

**F:** And what did you do in the mountains?

**Mch:** We didn't go skiing because there wasn't any snow where we were staying! We went for long walks in the countryside every day.

**F:** And what was the weather like?

**Mch:** It rained a bit every day! But we didn't mind. We had fun!

**PAUSE 00'05"**

**Narrator:** Now listen to Part Two again.

**PAUSE 00'03"**

**[REPEAT PART TWO]**

*That is the end of Part Two.*

**PAUSE 00'05"**

*Part Three.*

*Listen and look.*

*There is one example.*

**PAUSE 00'03"**

*Sarah is telling her mother about where she found her things.*

**Fch:** Mum, I've tidied my bedroom and put all my things that I found around the house back in my room. Guess where I found my favourite red and blue scarf...

**F:** In the living room?

**Fch:** No, it was in the bathroom! I don't know why I left it there!

**PAUSE 00'03"**

**Narrator:** Can you see the letter F? Now you listen and write a letter in each box.

**PAUSE 00'03"**

**[REPEAT FROM HERE]**

**Fch:** My watch was in the kitchen. I left it there yesterday.

**F:** Oh, OK.

**Fch:** I took it off when I was washing the plates. I can tell you the time now! It's half past ten!

**PAUSE 00'03"**

**F:** Did you find your sunglasses? I haven't seen them for a long time.

**Fch:** Yes, I did! They were on the bookcase.

**F:** That's good. You need them today because it's sunny.

**Fch:** Yes, I'll wear them when I go out.

**PAUSE 00'03"**

**Fch:** I found my key as well.

**F:** Oh good, where was it?

**Fch:** It was on the little table in the hall, so it was next to the front door all the time!

**PAUSE 00'03"**

**Fch:** I found the necklace that you gave me in the dining room.

**F:** Oh, that's good.

**Fch:** I'm happy that I found it because I can wear it to my birthday party next week.

**PAUSE 00'03"**

**F:** Did you find your camera?

**Fch:** Yes, I did. It was under the sofa. I was lucky to find it there. It's great because now I can take some photos at my party, too.

**F:** Oh yes. Try not to lose your things again!

**Fch:** Yes, Mum! I've put them all in safe places in my room!

**PAUSE 00'03"**

**Narrator:** Now listen to Part Three again.

**PAUSE 00'03"**

**[REPEAT PART THREE]**

*That is the end of Part Three.*

**PAUSE 00'05"**

*Part Four.*

*Listen and look.*

*There is one example.*

**PAUSE 00'03"**

**Narrator:** What job does Uncle Robert do now?

**PAUSE 00'03"**

**M:** Did you have a good weekend, Betty?

**Fch:** Yes, I did. My Uncle Robert came to stay with us.

**M:** Your Uncle Robert is a firefighter, isn't he?

**Fch:** Yes, he is. He was a waiter when he was young. Then he was police officer for a few years before he became a firefighter.

**M:** Wow, he has had a lot of different jobs.

**Fch:** Yes, he has.

**PAUSE 00'03"**

**Narrator:** Can you see the tick? Now you listen and tick the box.

**PAUSE 00'03"**

**[REPEAT FROM HERE]**

**Narrator:** One. Where did Betty and Uncle Robert go on Saturday?

**PAUSE 00'03"**

**M:** What did you do with your uncle?

**Fch:** We were going to go the circus, but we couldn't get tickets. So we went to the cinema.

**M:** What did you watch?

**Fch:** We watched a really interesting film about castles.

**PAUSE 00'03"**

**Narrator:** Two. How did Betty and Uncle Robert get to town on Saturday?

**PAUSE 00'03"**

**M:** How did you get to town? Did you go by train?

**Fch:** No, we didn't go by train. And it was raining, so we decided not to ride our bikes. We went by bus in the end.

**M:** It's easy to get a bus to town, isn't it?

**Fch:** Yes, it is.

**PAUSE 00'03"**

**Narrator:** Three. What did Betty and Uncle Robert have in their picnic on Sunday?

**PAUSE 00'03"**

**Fch:** We went for a long bicycle ride on Sunday! It was great fun!

**M:** That's nice. Did you have a picnic?

**Fch:** Yes, we did. We had strawberries, which are my favourite fruit!

**M:** I like mangoes more than strawberries.  
And I like pears best of all!

**Fch:** We didn't have mangoes or pears on Sunday.

**PAUSE 00'03"**

**Narrator:** *Four. What was the weather like on Sunday?*

**PAUSE 00'03"**

**M:** Was the weather nice for your picnic?

**Fch:** Yes, it was. It was rainy and windy on Saturday,  
but on Sunday it was sunny!

**M:** That was lucky.

**Fch:** Yes, it was!

**PAUSE 00'03"**

**Narrator:** *Five. What did Uncle Robert give Betty?*

**PAUSE 00'03"**

**Fch:** Uncle Robert gave me a lovely present when  
he left. Can you guess what he gave me?  
It's something I can wear when it's cold...

**M:** Umm... did he give you some new gloves?

**Fch:** No, try again.

**M:** Umm... did he give you a new coat?

**Fch:** No, he didn't. He gave me a wonderful pair of  
pink boots. My feet are going to be so warm this  
winter!

**Narrator:** *Now listen to Part Four again.*

**PAUSE 00'03"**

**[REPEAT PART FOUR WITH NO PAUSES  
AFTER THE QUESTIONS]**

*That is the end of Part Four.*

**PAUSE 00'05"**

*Part Five.*

*Listen and look at the picture.*

*There is one example.*

**PAUSE 00'03"**

**M:** Do you like this picture of an airport?

**Fch:** I really like it! It makes me feel like I'm going  
on holiday!

**M:** Yes, me too! Would you like to colour some of  
this picture?

**Fch:** Oh yes, please! What shall I colour first?

**M:** Can you see the pilot? She looks like she is  
ready to fly the plane.

**Fch:** Oh yes, I can see her. Can I colour her  
uniform blue?

**M:** I'd like you to colour only her hat. And yes,  
colour it blue.

**PAUSE 00'03"**

**Narrator:** *Can you see the pilot's blue hat? This is an  
example. Now you listen and colour and write.*

**PAUSE 00'03"**

**[REPEAT FROM HERE]**

**Narrator:** *One.*

**Fch:** What shall I colour next?

**M:** Can you see the little girl who's sitting with  
her mother?

**Fch:** Yes, I can. She's playing with a toy octopus.  
That looks like fun, doesn't it?

**M:** Yes, it does. Would you like to colour the  
octopus?

**Fch:** Sure! What colour?

**M:** Colour the octopus in purple.

**PAUSE 00'15"**

**Narrator:** *Two.*

**Fch:** What else would you like me to colour?

**M:** I'd like you to write something now.

**Fch:** OK.

**M:** Can you write something on the pilot's bag?

**Fch:** Shall I write the word 'pilot'? Then she won't  
lose her bag!

**M:** Good idea!

**PAUSE 00'15"**

**Narrator:** *Three.*

**Fch:** Can I do some more colouring now?

**M:** OK. Can you see the man who is sitting near  
the woman and child?

**Fch:** Yes, I can. I like his trainers. They're very big,  
aren't they?

**M:** Yes, they are. Can you colour them in yellow?

**Fch:** Yes, I've got a yellow pencil here.

**M:** Great!

**PAUSE 00'15"**

**Narrator:** *Four.*

**Fch:** What next?

**M:** OK. Can you see the lorry, which is next to the  
plane outside the window?

**Fch:** Yes, I can. Do you want me to colour the lorry?

**M:** Yes, please. You can choose the colour.

**Fch:** I think I will use green for the lorry.

**M:** Yes, I like that.

**PAUSE 00'15"**

**Narrator:** *Five.*

**Fch:** Can I write something else?

**M:** Yes, of course. Where would you like to write  
a word?

**Fch:** Can I write a word on the plane?

**M:** Yes, you can. What word do you think about  
when you think of planes?

**Fch:** Travel! I'm going to write the word 'travel' on the  
plane, because you can travel quickly on planes  
to places that are a long way away!

**M:** Great idea!

**PAUSE 00'15"**

**Narrator:** *Now listen to Part Five again.*

**PAUSE 00'03"**

**[REPEAT PART FIVE WITH ONLY 00'10"  
PAUSES]**

*That is the end of the Flyers Listening Test.*