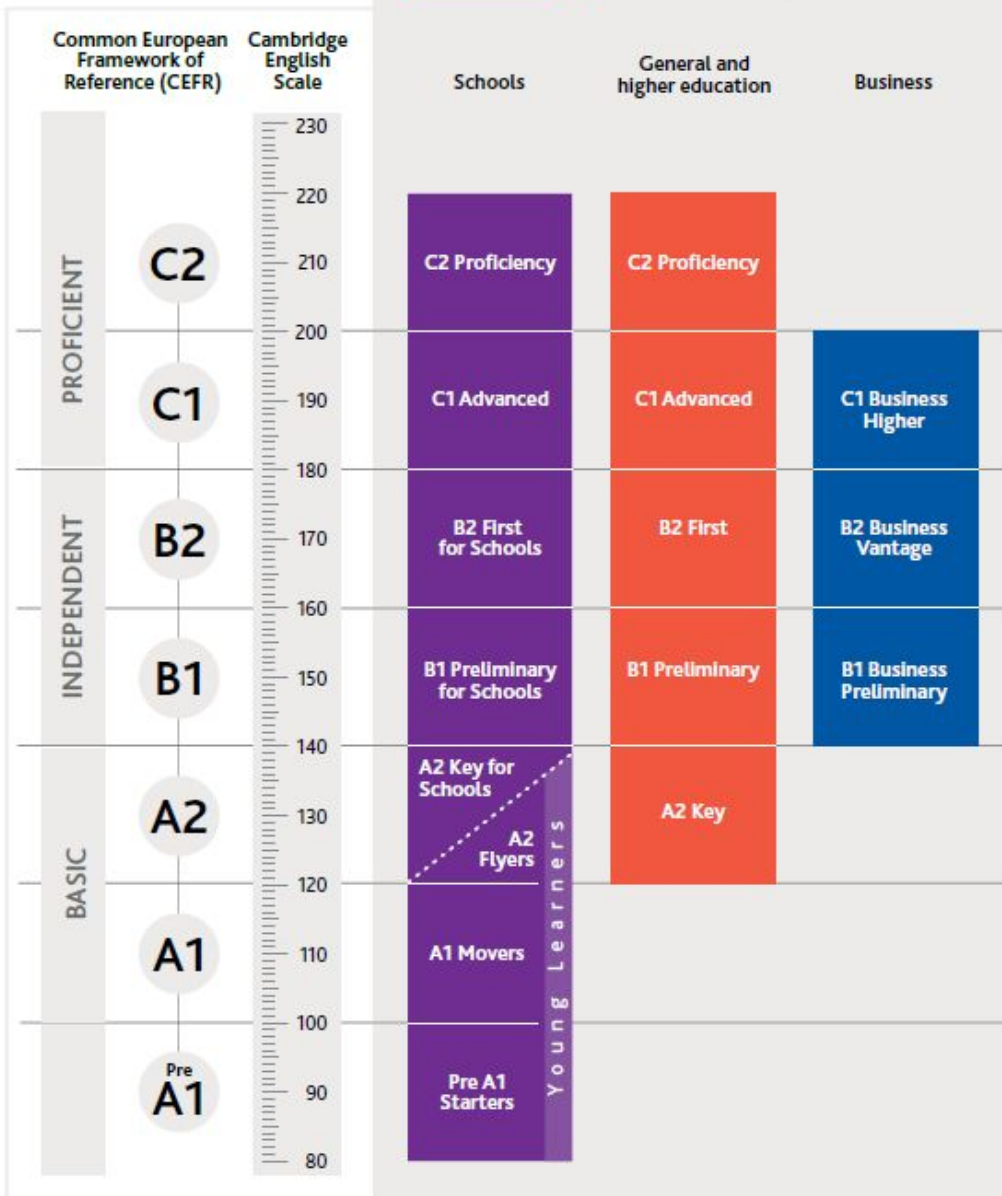


# FLYERS



**Cambridge Assessment  
English**

# Cambridge English Qualifications



A2 Flyers is targeted at A1 and A2, with a strong performance indicating A2. The table shows how these qualifications are linked to the CEFR as well as their relationship to A2 Key for Schools. Results are also aligned to the Cambridge English Scale. The Cambridge English Scale is designed to complement the CEFR.

CEFR level	Cambridge English Scale	Starters	Movers	Flyers	Key for Schools
	160				
<b>B1</b>					Distinction
	140				Merit
<b>A2</b>				5 shields	Pass
	120			4 shields	Level A1
<b>A1</b>				3 shields	
	100		4 shields	2 shields	
<b>Pre A1</b>		5 shields	3 shields	1 shield	
	80	4 shields	2 shields	1 shield	
		3 shields	1 shield		
		2 shields			
		1 shield			



	Overall length	Number of tasks/parts	Number of items
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### Pre A1 Starters

Listening	approx 20 mins	4	20
Reading and Writing	20 mins	5	25
Speaking	3–5 mins	4	–
Total	total approx 45 mins		

### A1 Movers

Listening	approx 25 mins	5	25
Reading and Writing	30 mins	6	35
Speaking	5–7 mins	4	–
Total	total approx 1 hour 2 mins		

### A2 Flyers

Listening	approx 25 mins	5	25
Reading and Writing	40 mins	7	44
Speaking	7–9 mins	4	–
Total	total approx 1 hour 14 mins		

## A2 Flyers

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

A2 Flyers Part 7, sample answers with marks and commentaries

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

Beach Images



Space Images



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

## Sample answers

### Response A (beach images)

---

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

**Examiner comments** 1 mark

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

### Response B (space images)

---

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

**Examiner comments** 2 marks

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

### Response C (beach images)

---

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

**Examiner comments** 3 marks

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

### Response D (beach images)

---

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

**Examiner comments** 3 marks

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

### Response E (beach images)

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

**Examiner comments** 4 marks

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

### Response F (space images)

---

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

**Examiner comments** 5 marks

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



# A2 Flyers

## Speaking

### tasks

Part	Interaction	Task types	What do candidates have to do?
<b>1</b>	Interlocutor–candidate	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.
<b>2</b>	Interlocutor–candidate	One set of facts and one set of question cues	Answer and ask questions about two people, objects or situations.
<b>3</b>	Interlocutor–candidate	Picture sequence	Describe each picture in turn.
<b>4</b>	Interlocutor–candidate	Open-ended questions about candidate	Answer personal questions.

- ✓ The standard format for the Speaking test is one child and one examiner.
- ✓ The pictures and questions used in the test are all based on the vocabulary and structures in the Pre A1 Starters, A1 Movers and A2 Flyers lists. This means that children who have been taught using the lists will be familiar with all the language they need in order to do well.
- ✓ The format of the test always follows the same pattern so that children who are well prepared will not receive any surprises.
- ✓ Children create a good impression when they use greetings and other social formulae confidently. Make sure they are happy using *Hello*, *Goodbye* and *Thank you*, and that they have plenty of practice at using *Sorry*, or *I don't understand* whenever this is appropriate.

## Speaking Part 1



10 YEARS SPEAKING. Find the Differences



10 YEARS SPEAKING. Find the Differences

### THE TASK

- ▶ The examiner greets the candidate and asks for name, surname and age.
- ▶ The examiner demonstrates what is required and shows the candidate two pictures which are similar but have some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different.

### HOW TO APPROACH THE TASK

- ▶ For Part 1, candidates should practise listening to the teacher make a statement about a picture (for example: *in my picture, there is a cake*), relating that to a picture in front of them, and commenting on the difference: *in your picture there are magazines*.
- ▶ 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 the clock is square but in your picture the clock is round*.

### ASSESSMENT

- ▶ This part tests understanding statements and responding with differences.

## THE TASK

- ▶ 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.



Robert's favourite restaurant

<b>Name</b>	The Black Cat
<b>Like eating</b>	pasta
<b>Where</b>	North Street
<b>Time / open</b>	12 o'clock
<b>Cheap / expensive</b>	expensive



Sarah's favourite restaurant

<b>Name</b>	?
<b>Like eating</b>	?
<b>Where</b>	?
<b>Time / open</b>	?
<b>Cheap / expensive</b>	?

FLYERS SPEAKING: Information Exchange

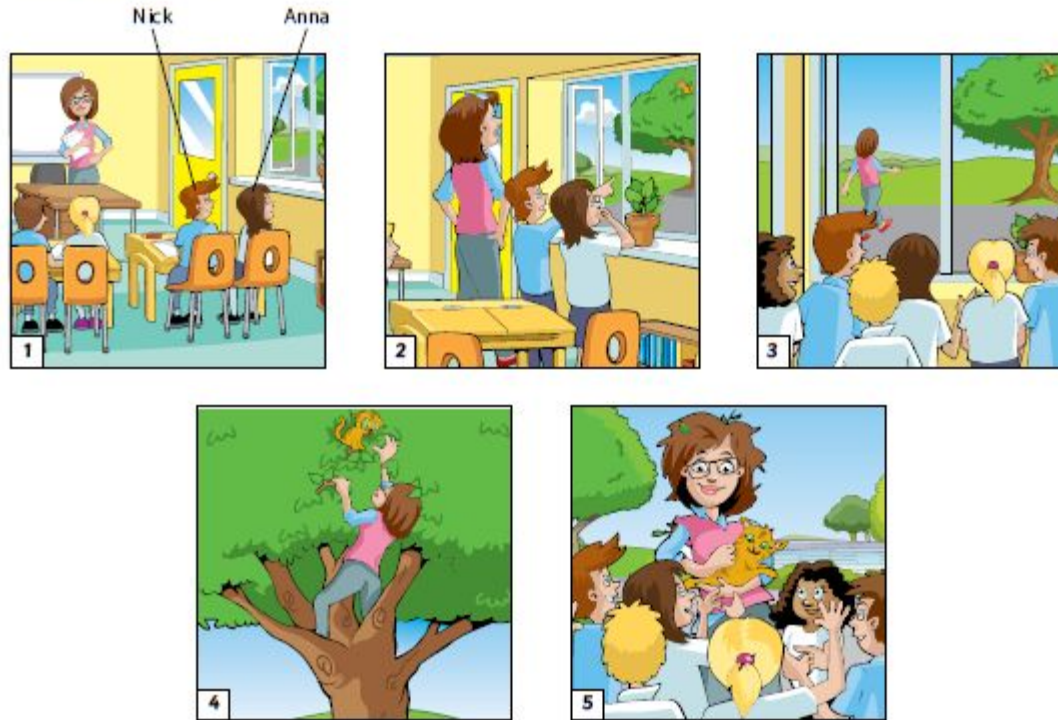
## HOW TO APPROACH THE TASK

- ▶ Children should practise asking and answering questions. 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 is the name of Robert's favourite restaurant?*
- ▶ 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 restaurant cheap or expensive?*

## ASSESSMENT

- ▶ This part tests responding to and forming questions.

## The Brave Teacher



## THE TASK

- ▶ The examiner shows the candidate a sequence of five pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. They then ask the candidate to describe the other four pictures. The title of the story and the name(s) of the main character(s) are shown on the story.

## HOW TO APPROACH THE TASK

- ▶ 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: *Nick and Anne are in the classroom. They are looking out the window.*
- ▶ Candidates should also be able to describe simple feelings, for example: *The teacher is happy.*

## ASSESSMENT

- ▶ This part tests describing things and events.

## Speaking Part 4

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### THE TASK

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

### HOW TO APPROACH THE TASK

- ▶ 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.

### ASSESSMENT

- ▶ This part tests understanding and responding to personal questions.

### 1. Vocabulary and grammar

#### Range

refers to the degree to which candidates have the vocabulary to deal with the test tasks. As candidates progress from Pre A1 Starters to A2 Flyers they will make increasing use of a greater variety of words and grammatical forms.

#### Control

refers to the degree to which candidates can (attempt to) use the simple structures which are in the syllabus for the three levels. Complete accuracy, even to score a 5 at A2 Flyers, is not expected, but how far errors may or may not obscure meaning is considered.

#### Extent

refers to the length of a candidate's utterances. This ranges from mostly one-word responses at Pre A1 Starters, extending to short, simple sentences at A1 Movers, and slightly longer and slightly more complex sentence responses at the upper A2 Flyers level.

#### Cohesion

refers to a candidate's ability to join ideas using simple linkers: starting with *and* at A1 Movers, and rising to, for example, *then* and *because* at A2 Flyers.

### 2. Pronunciation

#### Individual sounds

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

#### Stress

refers to the emphasis laid on a syllable or word. The limited sample of language required at Pre A1 Starters means that candidates only have a few opportunities to demonstrate control of a limited number of phonological features. For this reason, the Pre A1 Starters pronunciation descriptors only refer to intelligibility, although word stress is included as an aspect of this.

#### Intonation

refers to the way the voice rises and falls to convey the candidate's mood, or to support meaning. The aim is to give examiners an indication of the type of phonological features expected. In particular, some A2 Flyers tasks require candidates to ask questions, which is why a reference to question intonation in the 3.0 and 5.0 descriptors is included in the scales. A1 Movers 5.0 descriptors also include intonation, as candidates will be beginning to make use of this feature at this stage.



### 3. Interaction

#### **Reception/Responding**

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

#### **Support required**

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

#### **Fluency/Promptness**

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

	<b>Vocabulary and grammar</b> Range Control Extent Cohesion	<b>Pronunciation</b> Individual sounds Stress Intonation	<b>Interaction</b> Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> <li>• Uses a range of vocabulary to deal with all test tasks.</li> <li>• Uses a range of simple structures and, although there are some mistakes, meaning is clear.</li> <li>• Responds at word, phrase or longer utterance level.</li> <li>• Can join ideas with a range of simple linkers (e.g. <i>and, but, when, then, because</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible.</li> <li>• Has some control of stress and intonation at both word and longer utterance levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to all instructions, questions and visual prompts, and very little support is required.</li> <li>• Is able to ask for support if required.</li> <li>• Responds promptly with only natural hesitation and pausing.</li> </ul>
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with most test tasks.</li> <li>• Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.</li> <li>• Responds at word, phrase or longer utterance level.</li> <li>• Can join ideas with some simple linkers (e.g. <i>and, but, when, then</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible.</li> <li>• Has limited control of word stress and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to almost all instructions, questions and visual prompts, and little support is required.</li> <li>• Is able to ask for support if required.</li> <li>• Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.</li> </ul>

## Speaking assessment

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

# Grammar and structures list

	Examples
<b>Verbs</b> (Positive, negative, question, imperative and short-answer forms, including contractions)  <b>Past continuous</b> (for interrupted actions and background setting)  <b>Present perfect</b>  <b>Be going to</b>  <b>Will</b>  <b>Might</b>  <b>May</b>  <b>Shall for suggestions</b>  <b>Could</b>  <b>Should</b>	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>Have you ever been</b> to the circus? He's just <b>eaten</b> his dinner.  It <b>isn't going to</b> rain today.  <b>Will</b> you do your homework this evening? I <b>won't buy</b> her a CD because she doesn't like music.  Vicky <b>might</b> come to the party.  The bus <b>may not come</b> today because there is a lot of snow.  <b>Shall we have</b> a picnic in the park?  You <b>could invite</b> Robert to the football game.  <b>Should we 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)	<b>If it's</b> sunny, we go swimming.
<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</b> I played football.
<b>Be/look/sound/feel/taste/smell like</b>	<b>What's</b> your new teacher like? <b>That sounds like</b> the baby upstairs. I think he's crying.
<b>Make somebody/something + adj</b>	That smell <b>makes me</b> hungry!
<b>What time ...?</b>	<b>What time</b> does the film start?
<b>What else/next?</b>	<b>What else</b> shall I draw?
<b>See you soon/later/tomorrow etc.</b>	<b>See you next week</b> , Mrs Ball!
<b>Be made of</b>	The toy is <b>made of</b> wood.



**Cambridge Assessment**  
**English**