



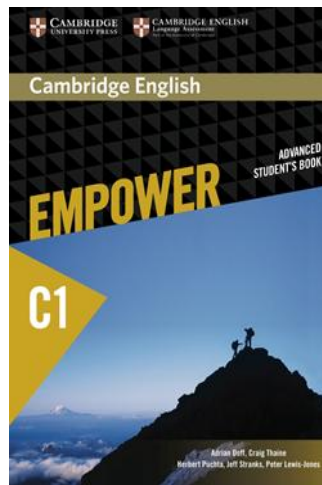
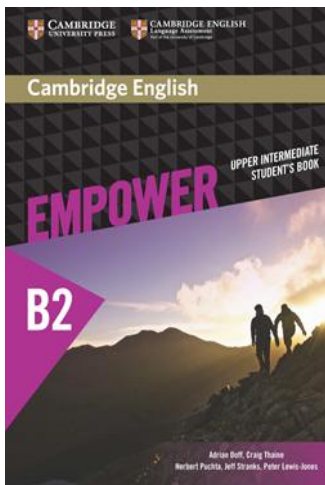
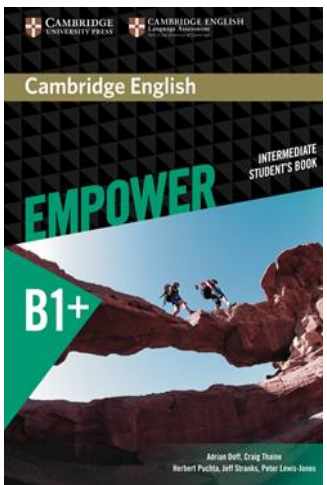
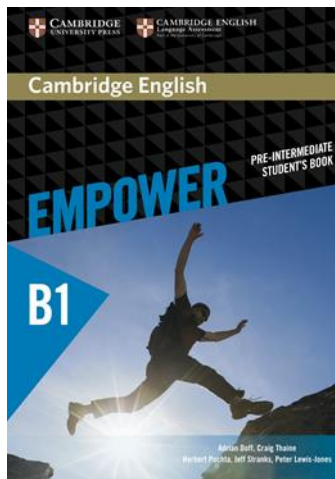
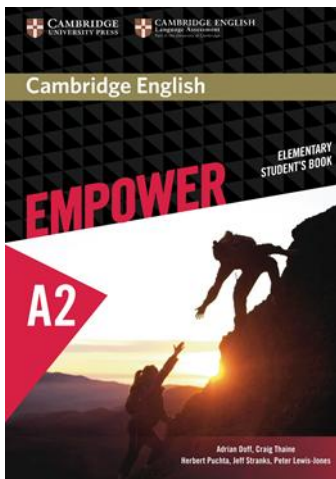
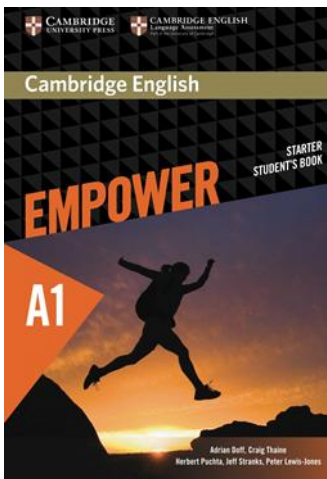
Cambridge English Empower: bringing Learning Oriented Assessment into the classroom



Aims

By the end of the session we will have:

- examined a Learning Oriented Assessment cycle
- seen how it can help teachers and students work systematically and effectively towards learning outcomes
- looked at how Learning Oriented Assessment works at practice classroom level.





Challenges for teachers and learners



Starting with the learners





Learner issues

‘I want to speak like real people ... I mean real language – not classroom language.’ *Marco*



Learner issues

‘I want to speak like real people ... I mean real language – not classroom language.’ *Marco*

‘If I am confident speaking, so it is good for me. I don’t want to feel afraid.’ Naoko



Learner issues

‘I want to speak like real people ... I mean real language – not classroom language.’ Marco

‘If I am confident speaking, so it is good for me. I don’t want to feel afraid.’ Naoko

‘I think my English is pretty ok. I know what I need to work on and it is useful when you do some exams ‘cos it tells you how well you are compared to generally. Even though I don’t like tests so much.’ Tomas



Learner issues

‘I want to speak like real people ... I mean real language – not classroom language.’ Marco

‘If I am confident speaking, so it is good for me. I don’t want to feel afraid.’ Naoko

‘I think my English is pretty ok. I know what I need to work on and it is useful when you do some exams ‘cos it tells you how well you are compared to generally. Even though I don’t like tests so much.’ Tomas

‘I want my teacher can tell me what to do after class – for extra work. Because I need to improve my language.’ Ahmed

Learn to say excuse me and sorry

- S Showing interest
- P Emphasising what we say

1 LISTENING

a Ask and answer the questions.

- Do you like going away for the weekend?
- Where do you like going?
- What do you like doing there?
- Do you like going alone or with family and friends?

b Answer the questions about picture a.

- Where's Annie?
- What do you think happened with Annie and the woman?
- What do you think:
 - Annie says?
 - the woman says?

c Watch or listen to Part 1 and check your answers in 1b.

d Answer the questions about picture b.

- Where are Annie and Leo?
- How do you think Annie and Leo feel? Why?
- What do you think happens next?
 - Leo gets off the train.
 - Leo gives Annie his seat.
 - Leo helps Annie put her bag on the shelf.



e Watch or listen to Part 2 and check your answers in 1d.

f Watch or listen to Part 2 again. Underline the correct answers.

- Annie / Leo booked a seat.
- Annie / Leo didn't check the seat numbers.
- Annie / Leo takes a different seat.

2 USEFUL LANGUAGE

Saying excuse me and sorry

a Match 1–2 with meanings a–b.

- Excuse me, please.
 - Excuse me, but ...
- She wants to say there's a problem.
 - She wants to ask someone to move.

b Pronunciation Listen to 1 and 2 in 2a. Notice how the tone goes down in 1 but goes down and then up in 2.

c Look at 1 and 2 in 2a. What do you say when ... ?

- you want to tell your teacher you don't understand something
- you want to leave the room but another student is in front of the door

d Very, really and so can all be added to the expression I'm sorry. Do you say the words before or after sorry?

I'm sorry I took your seat.

e Match 1–5 with a–e. Listen and check.

- I'm so sorry I walked into you.
 - I'm really sorry I'm late.
 - I'm sorry I didn't answer your call.
 - I'm sorry I didn't come.
 - I'm very sorry I broke your cup.
- I didn't feel well.
 - I was in a meeting.
 - I missed my bus.
 - My hands were wet.
 - I didn't see you.

f Tick (✓) the correct replies when people say they're sorry.

- ☐ That's all right.
- ☐ That's OK.
- ☐ No problem.
- ☐ Excuse me, please.
- ☐ It doesn't matter.
- ☐ Don't worry.

g Put sentences a–f in order to make two short conversations. Listen and check.

- No problem. They all look the same.
- Excuse me, but I think that's my coat.
- Is it? I'm so sorry. I took the wrong one.
- Don't worry. The seat numbers are hard to read.
- Oh dear, I'm very sorry. I thought this was number 35.
- Excuse me, but I think this is my seat.

h In pairs, practise the two conversations in 2g.

3 PRONUNCIATION

Emphasising what we say

a Listen to the sentences in 2e. Notice the stress on the underlined words.

- I'm so sorry I walked into you.
- I'm really sorry I'm late.
- I'm sorry I didn't answer.
- I'm sorry I didn't come.
- I'm very sorry I broke your cup.

b Why are so, very and really stressed? Choose the best answer.

- We don't want the other person to hear sorry clearly.
- We want to sound more sorry.
- We want to speak loudly.

c Practise saying the sentences in 3a.

4 CONVERSATION SKILLS

Showing interest

a Watch or listen to Part 3. Are the sentences true or false?

- Annie and Leo are both on their way to Bristol.
- Annie is visiting a friend in Bristol.
- Leo went to university in Reading.

b Look at these parts of the conversation from Part 3. Two words aren't correct. Replace them with the words in the box.

Great! Really?

- ANNIE Are you on your way to Bristol?
 LEO No, Reading. I went to university there.
 ANNIE Right.
 ANNIE My mum lives there. I go to see her every month.
 LEO Oh.

c Listen again and check your answers.

d Why do they say Great and Really?

- to say something is true
- to show they are interested

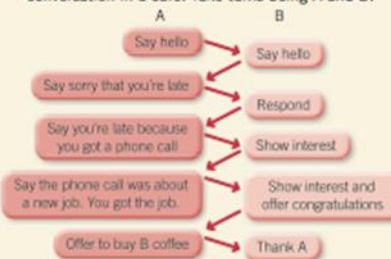
e Pronunciation Listen to the sound of the marked letters and answer the questions.

Great! Really?

- Do the letters make the same sound in both words?
- Are the sounds long or short?

5 SPEAKING

a Work in pairs. Use the dialogue map to make a conversation in a café. Take turns being A and B.



b In pairs, practise conversations like the one in 5a but with different reasons for being late. Take turns being A and B.

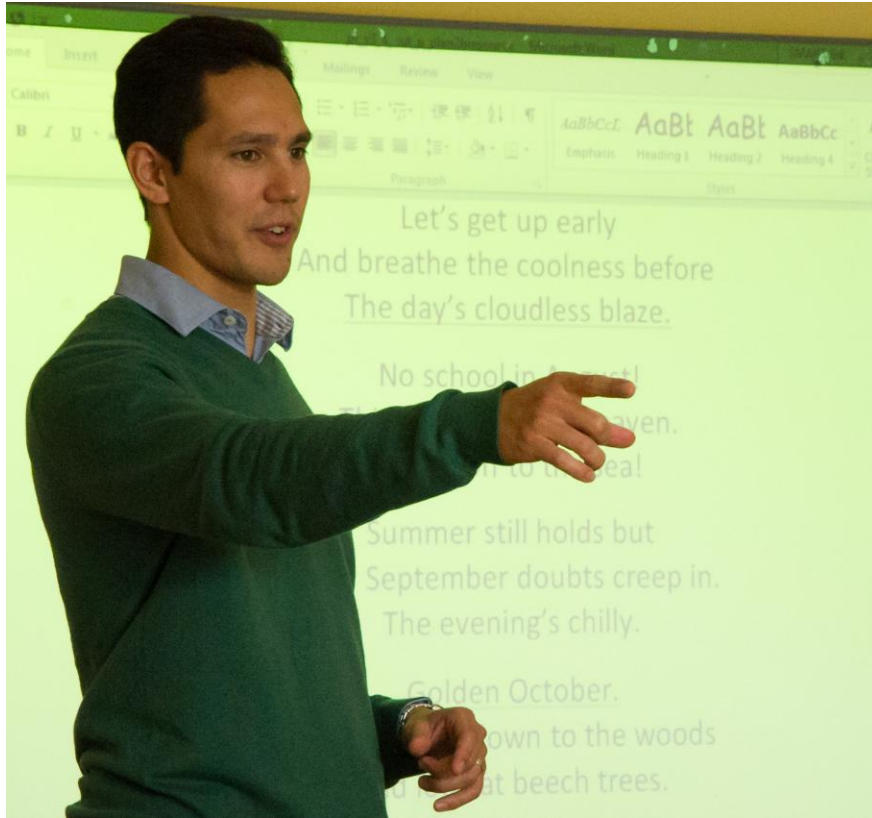
Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.



What about teachers?






Challenges for teachers

Limited facilities for communication focus and multimedia activities, e.g. voice recording/video/mobile learning	Lack of time to prepare and deliver activities and keep detailed records for students	Large numbers of learners to provide with feedback and suggestions for personalised work



Learning Oriented Assessment



So how does Learning Oriented Assessment (LOA) help?

Learning Oriented Assessment –
LOA

= a familiar approach



Teachers aim to ...

- set learning outcomes



Teachers aim to ...

- set learning outcomes
- identify suitable tasks and deliver them effectively



Teachers aim to ...

- set learning outcomes
- identify suitable tasks and deliver them effectively
- assess learner progress and encourage self-assessment



Teachers aim to ...

- set learning outcomes
- identify suitable tasks and deliver them effectively
- assess learner progress and encourage self-assessment
- provide feedback

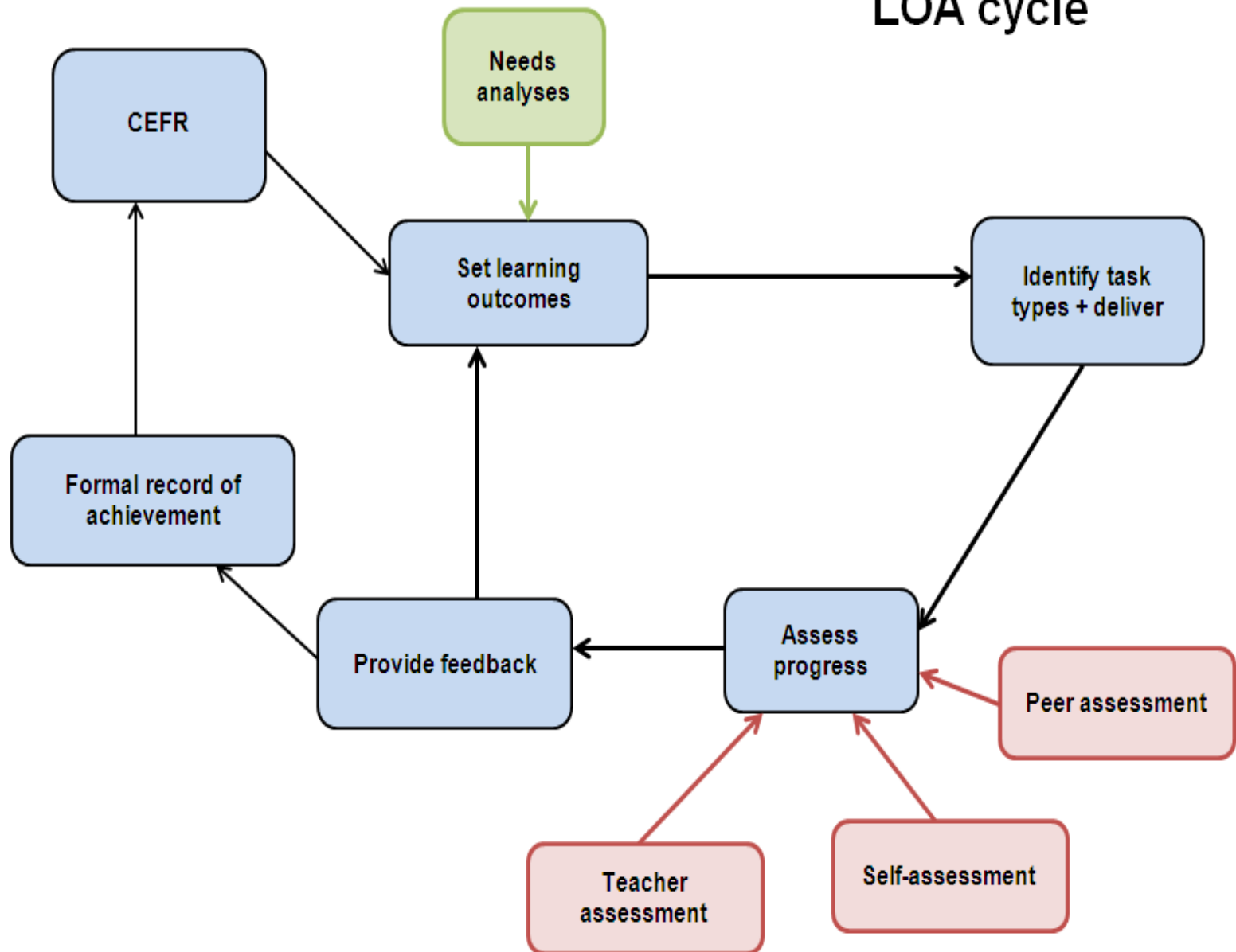


Teachers aim to ...

- set learning outcomes
- identify suitable tasks and deliver them effectively
- assess learner progress and encourage self-assessment
- provide feedback
- adjust future learning outcomes and lessons in response to this



LOA cycle





In the real world ...?

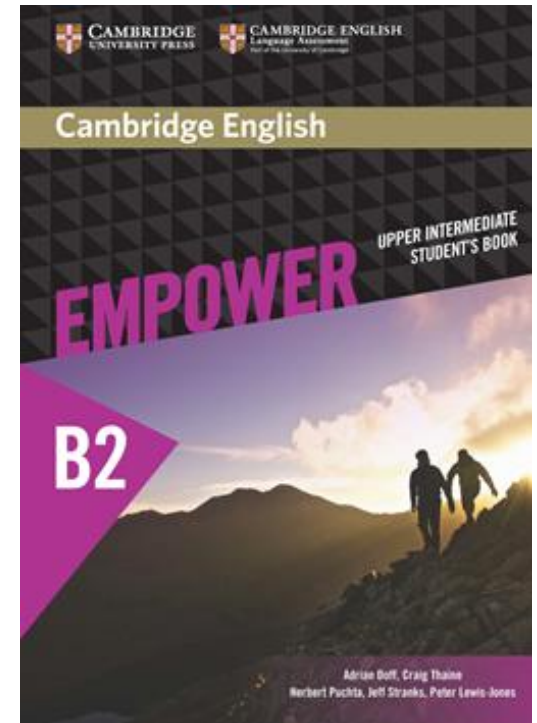
Can you *cover* all of these elements consistently all of the time?

Yes I can

No, I can't



Using Empower





CAN DO OBJECTIVES

- Talk about past journeys
- Talk about what you like and dislike about transport
- Say excuse me and sorry
- Write an email about yourself

UNIT 7

Journeys



GETTING STARTED

a Look at the picture and answer the questions.

- 1 This man is on a journey. What country do you think he's in? Why?
- 2 What do you think the man and women talk about?
 - directions
 - the weather
 - personal information
 - shopping
 - their families
 - something else
- 3 Think of their questions and answers.

b In pairs, ask and answer the questions.

- 1 Where would you like to travel to?
- 2 Would you like to travel by ...?
 - car
 - boat
 - plane
 - something else
- 3 What would you like to see and do there?

Learn to talk about past journeys

G Past simple: negative and questions

V Transport



THE SILK ROAD

More than 2,000 years ago, China began looking for new places in Europe to sell products such as silk. Different routes opened and these routes were called the 'Silk Road'. It was a difficult journey and could take six months on foot. Today, companies such as Hewlett Packard use the 'New Silk Road' to transport laptops between China and Germany by train – and it only takes 13 days! The Old Silk Road is also very popular now with tourists – more than 50 million tourists visit Xi'an, the city at the start of the Old Silk Road, every year.

1 READING

a Look at maps 1–3. Which journey would you like to go on? Why?

b Read *The Silk Road* and answer the questions.

- Which journey in 1a does it describe?
- Was it always a tourist route?

c Read *Travelblog* and match the texts with pictures a and b.

d Read the blogs again. Who do you think said each sentence after their trip, Murat (M) or Ingrid (I)?

- I saw some unusual sports on my trip.
- We made sure our bags were light.
- Sometimes we didn't want to get on our bikes.
- The places we stayed in were usually two-star.
- I needed to show my passport a lot.
- We loved seeing where people lived.

e Whose trip do you think was better? Why?



MY BEST TRIP EVER!! MURAT AKAN

It really was a great trip and I can remember so many amazing things that we did. For example, when we were in Kyrgyzstan, we saw some very exciting competitions with horses. We didn't understand them, but it was a lot of fun! We didn't normally travel much more than 300 kilometres a day – and sometimes less – but one day we travelled 500! I slept well that night! We stayed in hotels, but we didn't use luxury hotels because they were too expensive. There was only one thing we didn't like – going from one country to another. The border police checked everything again and again and it took a long time – six hours one day!

2 VOCABULARY Transport

a Match the words in the box with pictures 1–8.

aeroplane (plane) scooter tram ship
helicopter coach ferry train



b Which kinds of transport:

- do people often use to go on holiday?
- do people normally use to get to work or school?
- are unusual for people to use in your country?
- do you normally use?

c Now go to Vocabulary Focus 7A on p.166

3 GRAMMAR Past simple: negative

a Complete the sentences from Ingrid's blog.

- We _____ go very far at all.
- We didn't _____ to take anything that we didn't _____.

b Look at the sentences in 3a and complete the rule.

To make the past simple negative, we use:
_____ + the infinitive

MY DREAM JOURNEY ON THE SILK ROAD INGRID LEDENROTH

This was my dream holiday! It wasn't a fast way to travel, but there was a lot to see and a lot of time to think! Before we left, we packed our bags very carefully because we didn't want to take anything that we didn't need (too heavy!). Some days we travelled about 80 kilometres, but other days – when we were tired – we didn't go very far at all. And sometimes, when we were very tired, we didn't want to cycle and we got lifts on trucks. We didn't plan our trip very carefully, and we often changed our plans. We slept in tents next to the road and watched the stars for hours. The best thing about travelling this way is that you can meet the people who live there. They were interested in us and wanted to find out about our trip. We even saw inside a traditional home – a yurt – and had dinner with the family!

4 LISTENING

a You can also travel along the Silk Road by bus or train. Which would you prefer to do?

b Klara talks to her friend Hans about the Silk Road. How did Hans travel?

c Listen again and underline the correct answers.

- Country started in: Turkey / Russia / China
- Cities visited: Samarkand / Tashkent / Kabul / Almaty
- Change trains: yes / no
- Price: \$2,500 / \$25,000

d Listen again. Are the sentences true or false?

- Hans thinks the train is the best way to travel on the Silk Road.
- He liked visiting the cities in Central Asia.
- He didn't like the train very much.
- He didn't think the trip was too expensive.

5 GRAMMAR Past simple: questions

a Complete these questions from Klara and Hans' conversation. Listen and check.

- How _____ you travel?
- Where _____ you catch the train from?
- _____ you go through Central Asia?

b Look at the questions in 5a and complete the rule.

To make questions in the past simple, we use:
_____ + subject + infinitive

c Pronunciation Listen to the questions in 5a again. Notice the pronunciation of *did* you in each question. Can you hear both words clearly?

d Now go to Grammar Focus 7A on p.148

e Klara went on the Silk Road and told another friend about her journey. Complete their conversation using the verbs in brackets. Then listen and check.

- PAUL How ¹ _____ (be) your journey along the Silk Road?
- KLARA It ² _____ (be) amazing – incredible!
- PAUL How ³ _____ you _____ (travel)?
- KLARA We ⁴ _____ (cycle), but sometimes we ⁵ _____ (take) trains or ⁶ _____ (travel) by coach.
- PAUL How many countries ⁷ _____ you _____ (visit)?
- KLARA Most countries in Central Asia, but we ⁸ _____ (not go) to Tajikistan.
- PAUL What ⁹ _____ you _____ (enjoy) most?
- KLARA Meeting the people – they ¹⁰ _____ (be) so friendly.

6 SPEAKING

a Communication 7A Student A go to p.130. Student B go to p.134.

b Would you still like to go on the journey you chose in 1a? Why / Why not?



Assessing the learner



Assessing the learner

Teacher assesses learners

Observation



Assessing the learner

Teacher assesses learners

Observation

Taking notes during activities

Writing on to individual student
report grids

Marking and grading written
work

Giving immediate oral feedback

Recording student output and
responding



Assessing the learner

Teacher assesses learners

Observation

Taking notes during activities

Writing on to individual student report grids

Marking and grading written work

Giving immediate oral feedback

Recording student output and responding

Learners assess themselves

Giving learners a checklist and asking them to assess self or peer



Assessing the learner

Teacher assesses learners

Observation

Taking notes during activities

Writing on to individual student report grids

Marking and grading written work

Giving immediate oral feedback

Recording student output and responding

Learners assess themselves

Giving learners a checklist and asking them to assess self or peer

Learners complete a list of Can Do statements

Learner diary to record progress and frustrations

Using answer keys

Peer checking written work

Group discussion after a task

- S** Showing interest
P Emphasising what we say

1 LISTENING

a Ask and answer the questions.

- Do you like going away for the weekend?
- Where do you like going?
- What do you like doing there?
- Do you like going alone or with family and friends?

b Answer the questions about picture a.

- Where's Annie?
- What do you think happened with Annie and the woman?
- What do you think:
a Annie says?
b the woman says?

c Watch or listen to Part 1 and check your answers in 1b.

d Answer the questions about picture b.

- Where are Annie and Leo?
- How do you think Annie and Leo feel? Why?
- What do you think happens next?
a Leo gets off the train.
b Leo gives Annie his seat.
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2 USEFUL LANGUAGE

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a Match 1–2 with meanings a–b.

- Excuse me, please. a She wants to say there's a problem.
- Excuse me, but ... b She wants to ask someone to move.

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- you want to tell your teacher you don't understand something
- you want to leave the room but another student is in front of the door

d Very, really and so can all be added to the expression *I'm sorry*. Do you say the words before or after sorry?

I'm sorry I took your seat.

e Match 1–5 with a–e. Listen and check.

- I'm so sorry I walked into you. a I didn't feel well.
- I'm really sorry I'm late. b I was in a meeting.
- I'm sorry I didn't answer your call. c I missed my bus.
- I'm sorry I didn't come. d My hands were wet.
- I'm very sorry I broke your cup. e I didn't see you.

f Tick (✓) the correct replies when people say they're sorry.

- ☐ That's all right. 4 ☐ Excuse me, please.
- ☐ That's OK. 5 ☐ It doesn't matter.
- ☐ No problem. 6 ☐ Don't worry.

g Put sentences a–f in order to make two short conversations. Listen and check.

- No problem. They all look the same.
- Excuse me, but I think that's my coat.
- Is it? I'm so sorry. I took the wrong one.
- Don't worry. The seat numbers are hard to read.
- Oh dear. I'm very sorry. I thought this was number 35.
- Excuse me, but I think this is my seat.

h In pairs, practise the two conversations in 2g.

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Emphasising what we say

a Listen to the sentences in 2e. Notice the stress on the underlined words.

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- I'm sorry I didn't answer.
- I'm sorry I didn't come.
- I'm very sorry I broke your cup.

b Why are *so*, *very* and *really* stressed? Choose the best answer.

- We don't want the other person to hear sorry clearly.
- We want to sound more sorry.
- We want to speak loudly.

c Practise saying the sentences in 3a.

4 CONVERSATION SKILLS

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a Watch or listen to Part 3. Are the sentences true or false?

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- Annie is visiting a friend in Bristol.
- Leo went to university in Reading.

b Look at these parts of the conversation from Part 3. Two words aren't correct. Replace them with the words in the box.

Great! Really?

- ANNIE** Are you on your way to Bristol?
LEO No, Reading. I went to university there.
ANNIE Right.

- ANNIE** My mum lives there. I go to see her every month.
LEO Oh.

c Listen again and check your answers.

d Why do they say *Great* and *Really*?

- to say something is true
- to show they are interested

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Great! Really?

- Do the letters make the same sound in both words?
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5 SPEAKING

a Work in pairs. Use the dialogue map to make a conversation in a café. Take turns being A and B.



b In pairs, practise conversations like the one in 5a but with different reasons for being late. Take turns being A and B.

Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

Read a young man’s blog about his holiday. Choose the best word or words for each space.

A journey through Spain and Morocco

Last month I travelled with my brother through Spain and Morocco. Both countries have a lot of hills. My brother hates cycling up hills with heavy bags but we both like come down fast on the other side.

We stayed a few nights in a hotel in Algeciras in the South of Spain. We were tired so we didn’t ride our bikes in Algeciras. One day we caught a bus to Tarifa and on another day we went by train to Ronda. I don’t mind travels by train as it’s usually comfortable.

We didn’t fly to Morocco. We caught the ferry because it’s only a short journey by sea. When my friends ask me, ‘What did you enjoy most about Morocco?’ I say, ‘The town of Chefchaouen in the Rif Mountains.’ That’s because I love sit in cafes and watching people. Chefchaouen is a good place to do that. I didn’t 24 coffee; I drank mint tea – it’s really good there!

drank drink drinking

Every day English

1

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Grammar and Vocabulary

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40



Personalised learner pathways

T1

Not grasped

Language Presentation

Understood a little

Practice 1

Reasonable understanding

Practice 2

Fully understood

Extension
(Reading and Listening)

T2



Metrica UPT test – 2nd attempt

Complete the emails. Write ONE word for each space.

From: Paolo
To: Maria

Hi Maria

Guess what! I am working in Greece this week. I've been here **6** ✓ Wednesday - it's my first time. We're
7 in a very nice hotel near our office. The hotel **8** ✓ got internet access so I can keep
9 ✓ touch with everyone at home.

I'm visiting Athens on Friday!

Give **10** ✓ a call or write an email.

Paolo

From: Maria
To: Paolo

Wow Paolo! No, we're not busy - we're going **11** stay at home and wait for your call. **12** ✓ you again will
be great. **13** many days will you stay? What **14** ✓ will you arrive on Friday? Shall we go to the beach or
is there **15** else you want to do?

Bye,

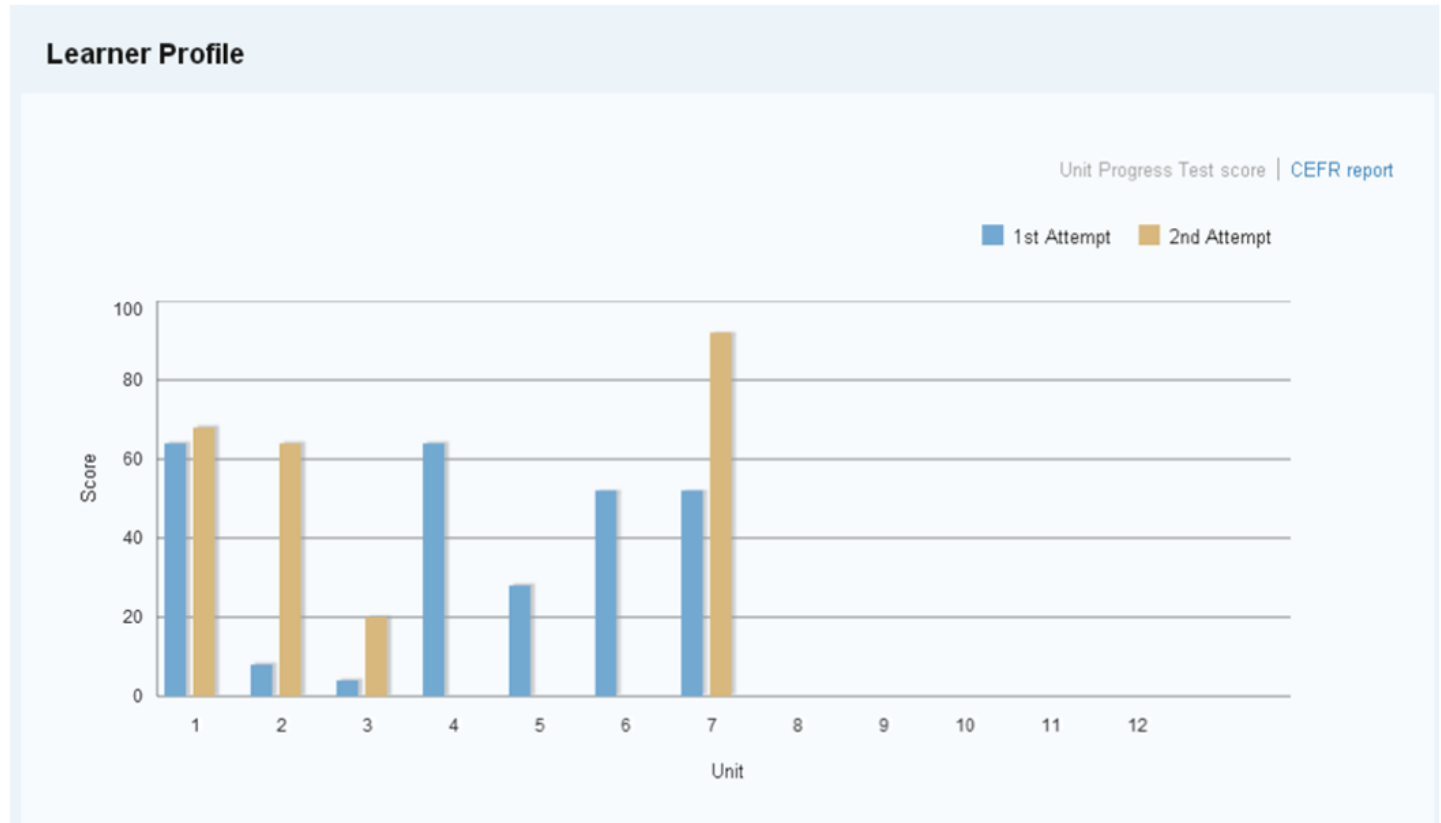
Maria

Listening | Reading | **6** **7** **8** **9** **10** **11** **12** **13** **14** **15** **16** **17** **18** **19** **20** **21** **22** **23** **24** **25**





Learner profile



A2 Elementary English Class 1: Gradebook > View by student(s)

[Print](#)
[View by content](#)
[Gradebook setup](#)

Class Details

Class name:

A2 Elementary English Class 1

Average progress:

48%

Class expires:

26 Jun, 2015

Average score:

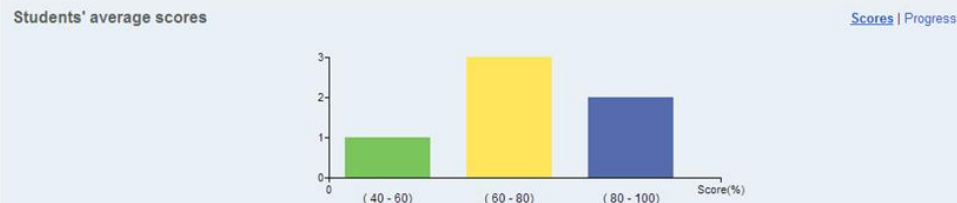
73%

Product:

Cambridge English Progress A2 Elementary

Number of students:

6

Student Overview

Students' Details
Student Performance

Student Name	Username	Score	Progress	Time Spent	Last Accessed
Giovanni Bello	gbello	55%	47%	18:15	19 Mar, 2014 11:10
Adriana Ventura	aventura	76%	47%	23:30	22 Mar, 2014 13:20
Handan Serter	hserter	62%	48%	22:13	20 Mar, 2014 12:27
Vladimir Novikov	vnovikov	71%	46%	20:03	22 Mar, 2014 14:09
Marisa de Moraes	mmoraes	91%	51%	24:50	23 Mar, 2014 16:32
Marcin Nowak	mnowak	85%	49%	24:19	23 Mar, 2014 09:25

Legend

- Item included in grade calculation
- Learning outcome
- Comment from teacher
- Number of attempts
- Score updated by teacher



Cambridge English Empower A2 Elementary Class 2

Class Home

 Content

 Resources

 Class Tools 

 Learner Profile

 Gradebook



Assessment

Workbook

Extension

Unit Progress Test



My Progress



8%

 Show all

Unit Speaking Test



My Progress



0%

 Show all

Competency Tests



My Progress



0%

 Show all

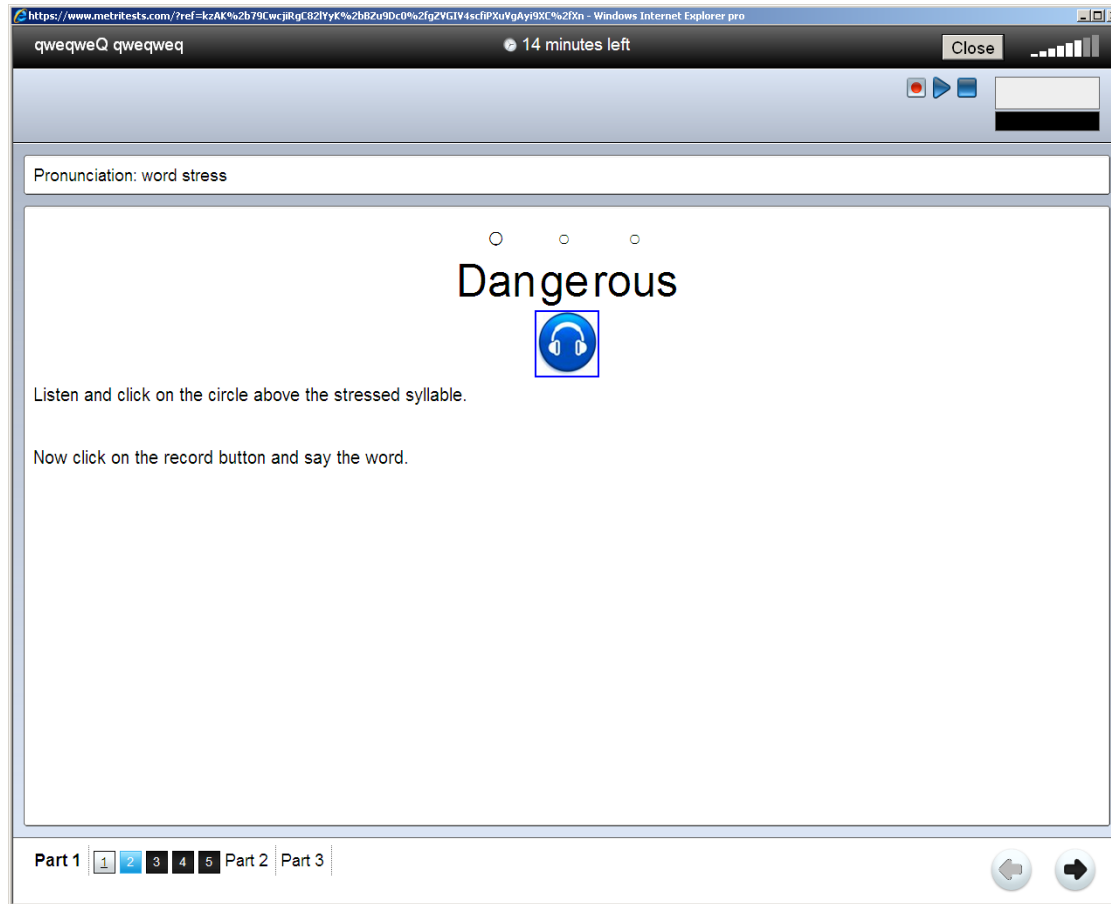


Speaking progress tests

Learners:

- record themselves
- listen to themselves
- are assessed on pronunciation and fluency

Word stress task in a unit Speaking test





Different types of test

Progress tests

end of each unit
including Speaking tests
(formative)

Competency tests

mid-course and end-of-course
including all four skills
(summative)



You will hear five short conversations.
For each question, choose the correct picture.

1 Where does the boy decide to go first?

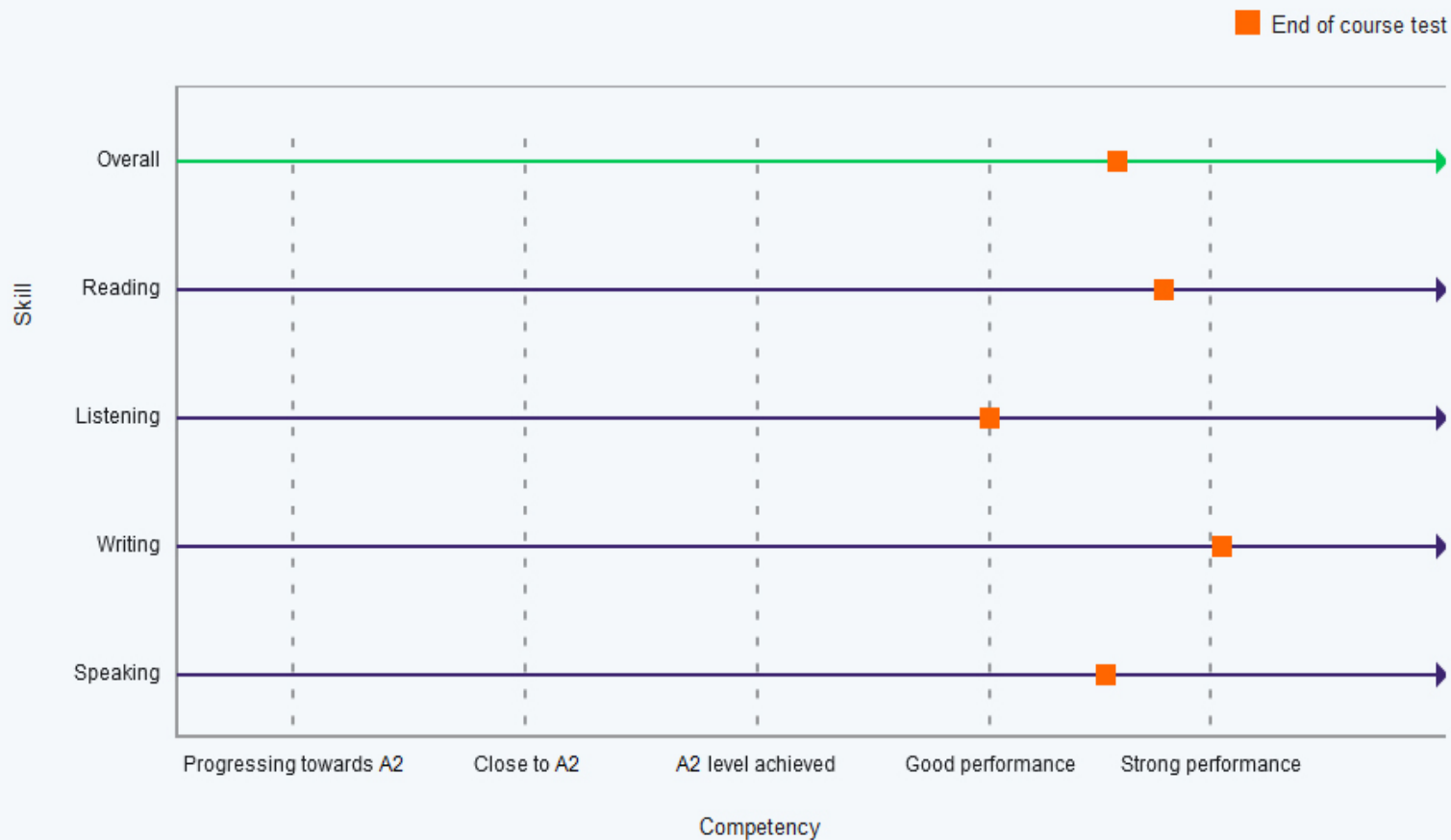




Learner Profile

Unit Progress Test score | CEFR report

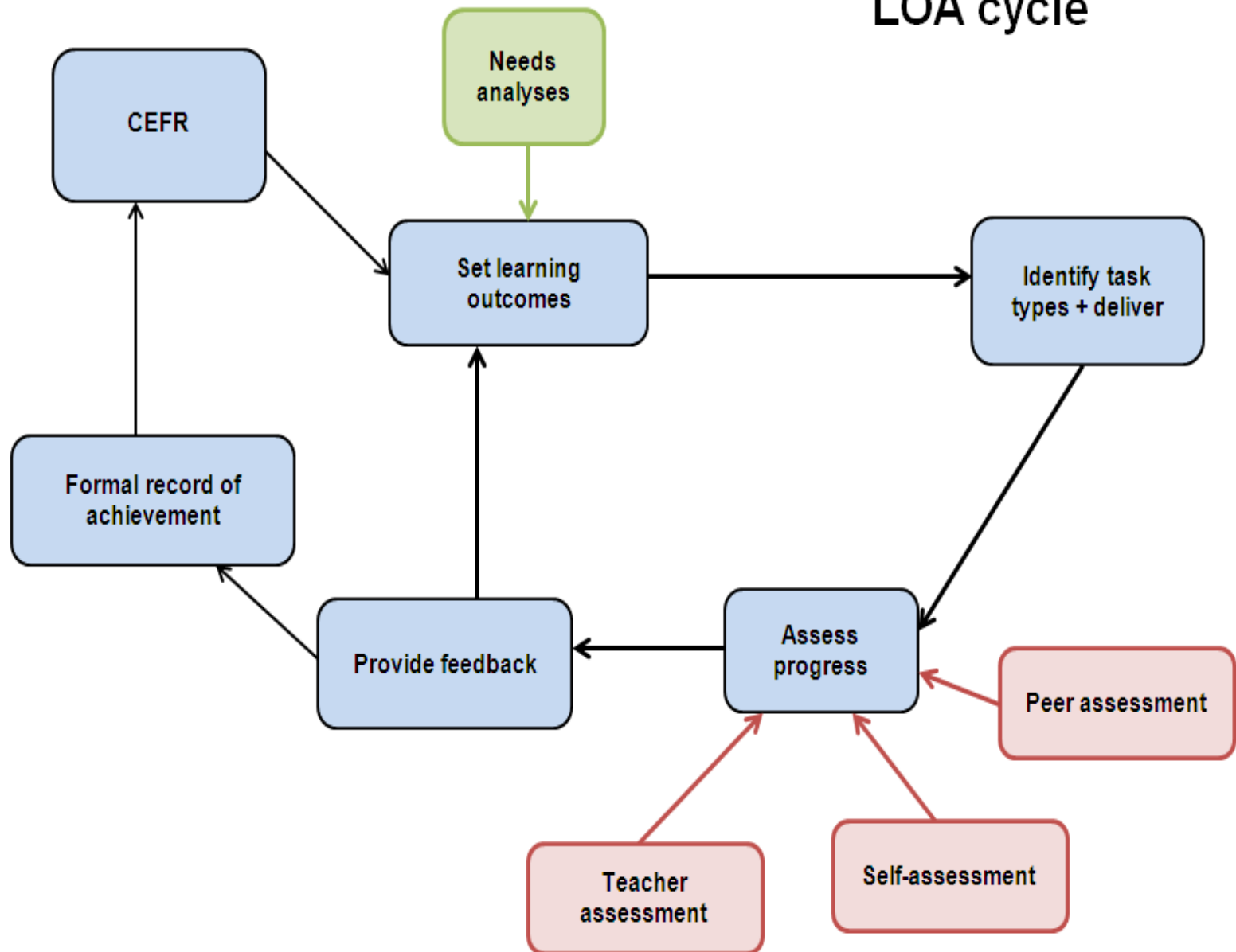
You are now at the level to prepare for *Cambridge English Key*.



Please note: the Reading, Listening and Writing sections are automatically scored. The score for the Speaking section is entered by your teacher.



LOA cycle





Empowering Learning

By the end of the session we will have:

- examined a Learning Oriented Assessment cycle in relation to learning issues
- seen how it can help teachers and students work systematically and effectively towards learning outcomes
- understood how Learning Oriented Assessment works at practice classroom level

Further information

Developing functional language skills for *Cambridge English: Key for Schools*
15 and 17 June 2015

University of Cambridge
Cambridge English Language Assessment
1 Hills Road, Cambridge, CB1 2EU, UK
Tel: +44 (0)1223 553997
Fax: +44 (0)1223 553621
Email: helpdesk@cambridgeenglish.org

Keep up to date with what's new via the
Cambridge English Language Assessment
website:
www.cambridgeenglish.org

For information on Cambridge English
webinars for teachers:
www.cambridgeenglish.org/webinars

