

Cambridge English: Movers

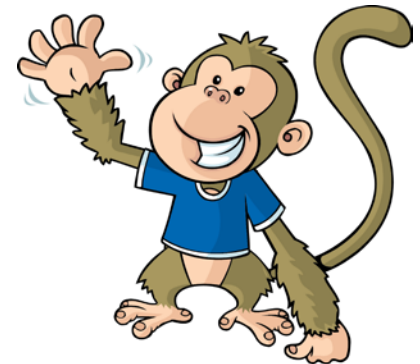
Cambridge English: Key for Schools

Improving your learners' skills



Who are you?

- A. I prepare learners for *Cambridge English: Preliminary for Schools*.
- B. I prepare learners for *Cambridge English: Key for Schools*.
- C. I prepare learners for *Cambridge English: Movers*.
- D. All of the above.



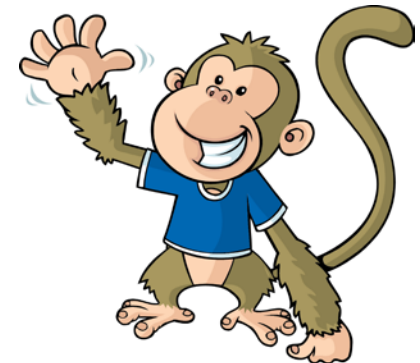
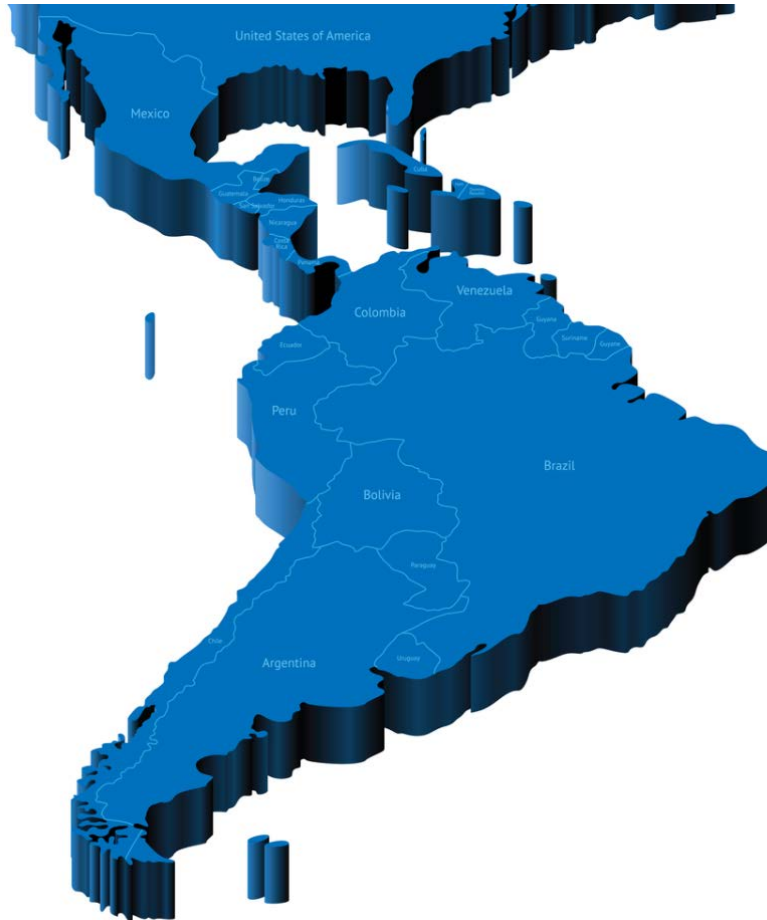


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Cambridge English
Young Learners

Cambridge Young Learners English (YLE)

Tell us where you are



Cambridge English: Movers

Cambridge English: Key for Schools

Improving your learners' skills





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Cambridge Assessment

A leading authority

Part of Cambridge University

150 years' experience

Not for profit

Delivering world-class assessment

Leading-edge and operational research on
assessment in education

Influencing thinking through publishing
and consultancy

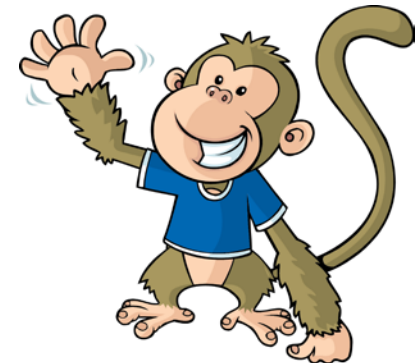
Cambridge English Young Learners

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CAMBRIDGE ASSESSMENT

**Delivering Assessment
Influencing Thinking**



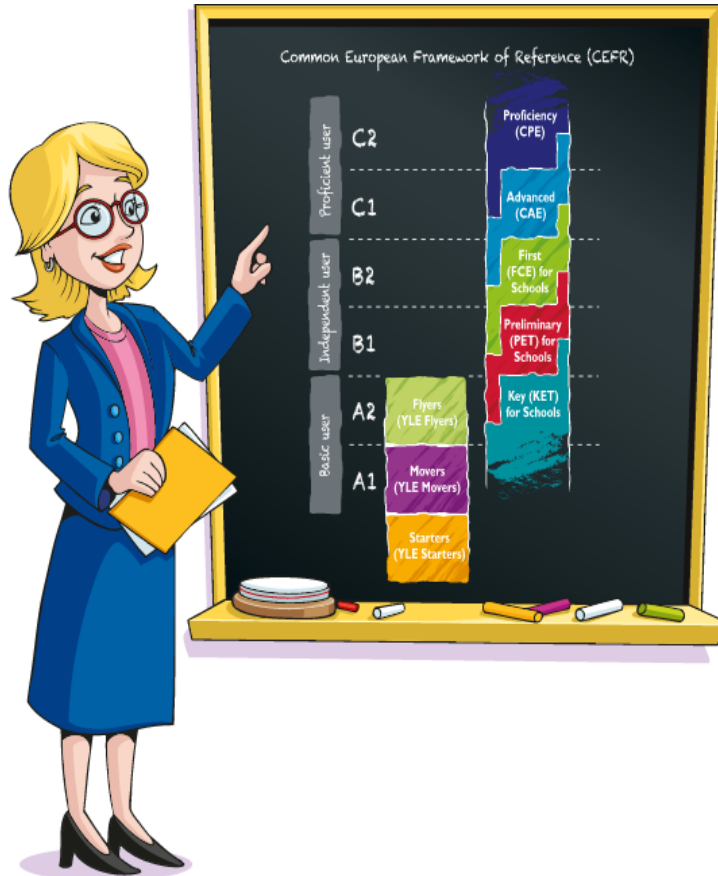
Aims of the webinar

- to discuss the performance of UNOi candidates in Cambridge English tests
- to focus on how to improve your learners' skills in Cambridge English tests



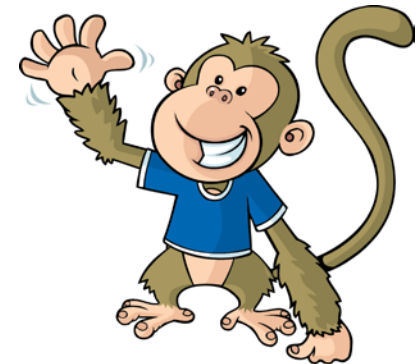
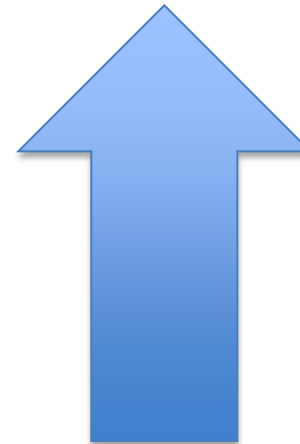


CEFR levels



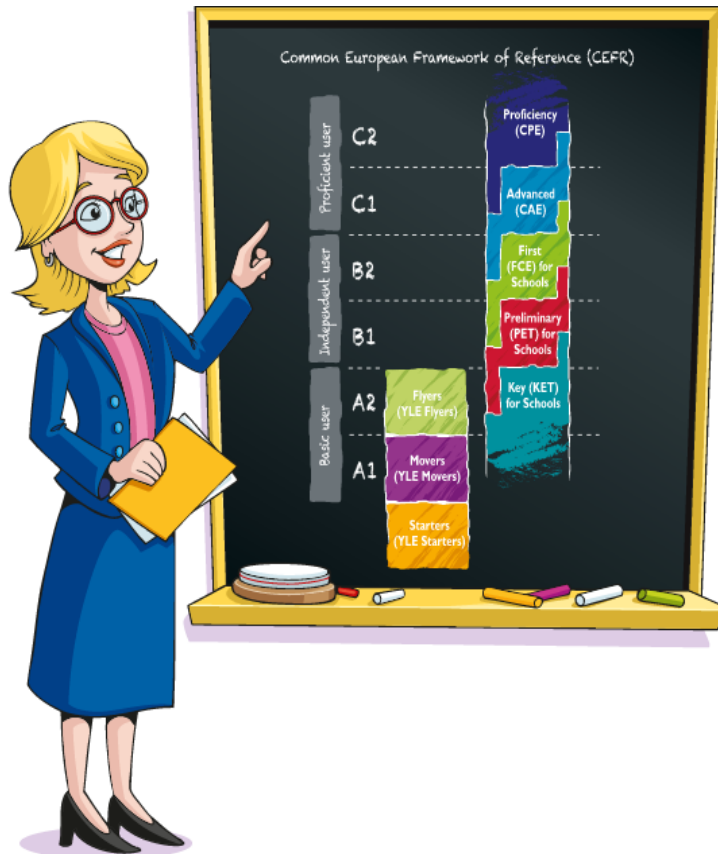
CEFR

C2
C1
B2
B1
A2
A1

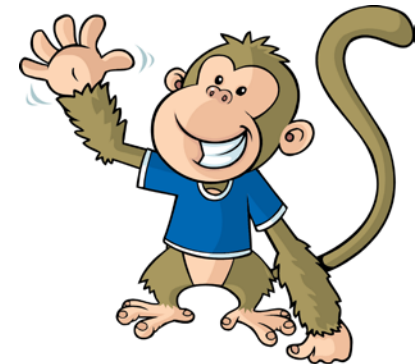




CEFR levels

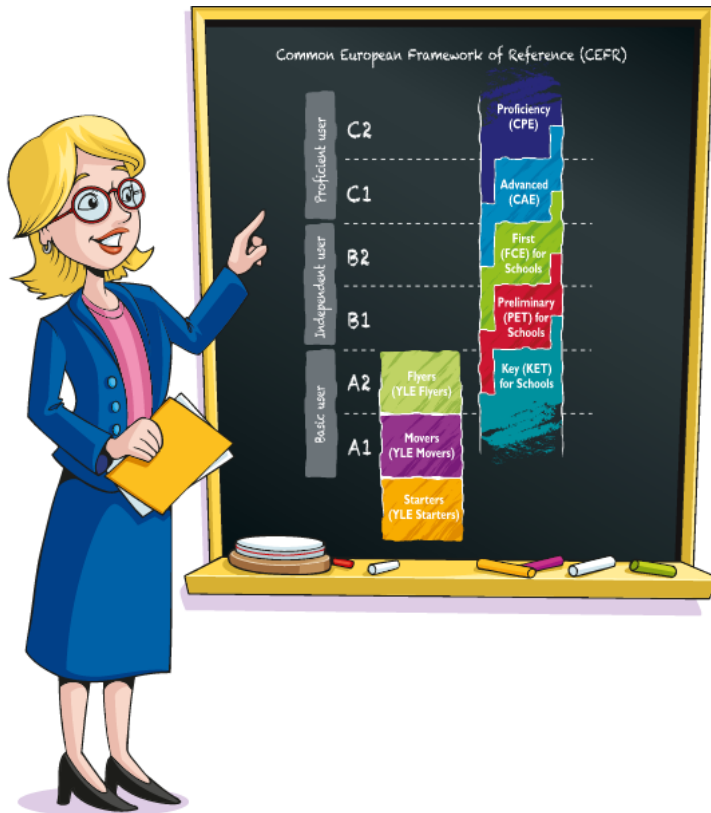


- *Cambridge English:
Key for Schools*

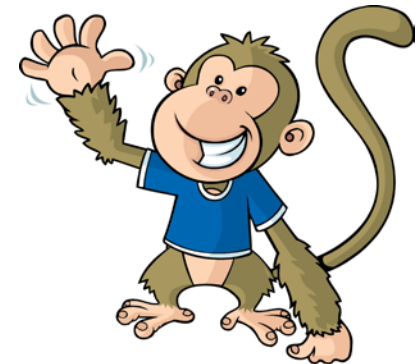




CEFR levels

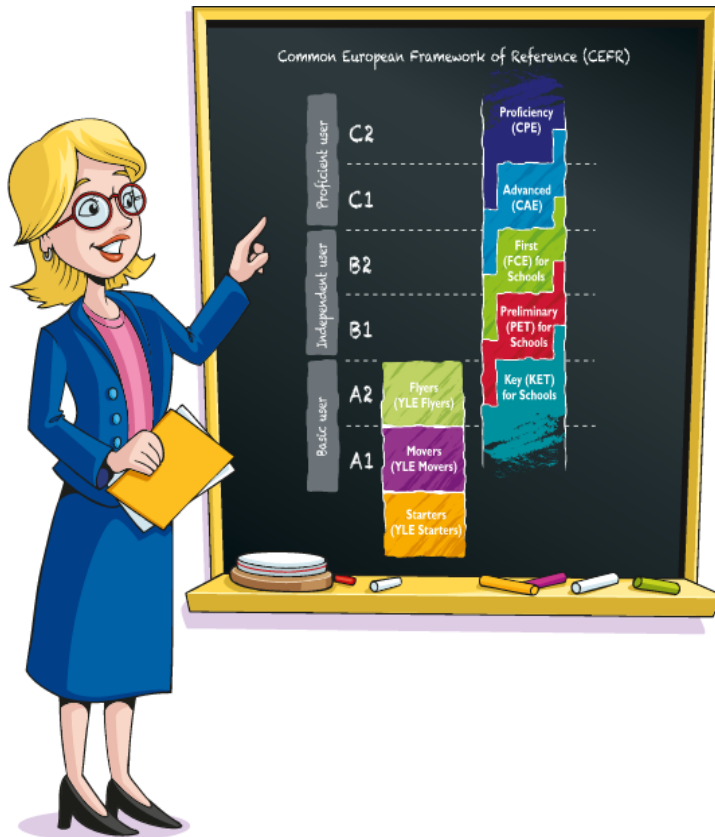


- *Cambridge English: Key for Schools – A2*
- *Cambridge English: Movers*

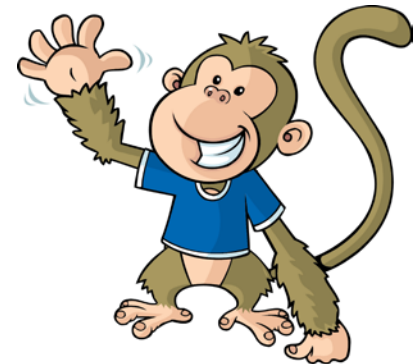




CEFR levels



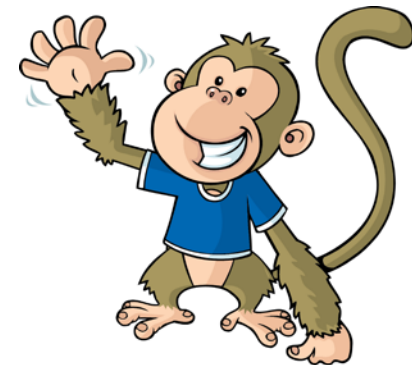
- *Cambridge English: Key for Schools – A2*
- *Cambridge English: Movers – A1*



Can Do statements

Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	
Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	

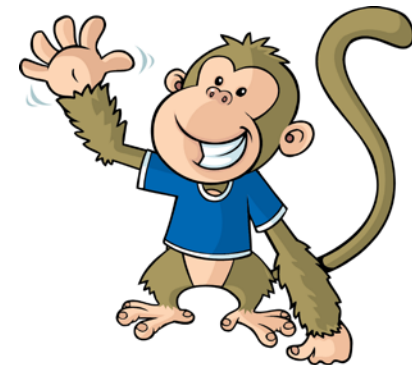
source Council of Europe 2001: 69, 66, 61 and 58



Can Do statements

A2 Can Do Statements	
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source Council of Europe 2001: 69, 66, 61 and 58



A2 & A1 Can Do statements

A2 Can Do Statements	A1 Can Do Statements
Overall spoken production	
Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	Can produce simple mainly isolated phrases about people and places
Overall written production	
Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	Can write simple isolated phrases and sentences

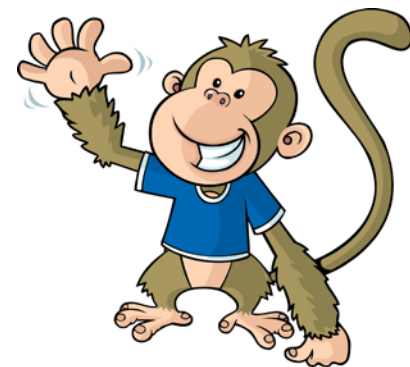
source Council of Europe 2001: 69, 66, 61 and 58



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source Council of Europe 2001: 69, 66, 61 and 58



A2 & A1 Can Do statements

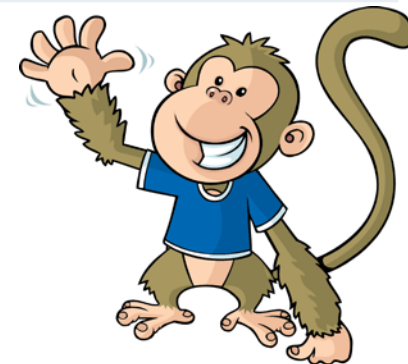
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Overall spoken production	
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source Council of Europe 2001: 69, 66, 61 and 58



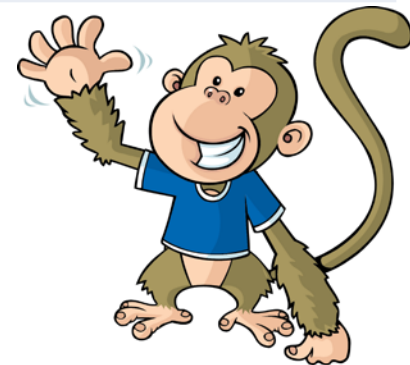
A2 & A1 Can Do statements

A2 Can Do Statements	A1 Can Do Statements
Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	Can follow speech which is very slow and carefully articulated for him/her to assimilate meaning.
Can understand very short , simple texts on familiar matters of a concrete type which consist of high frequency everyday or job related vocab.	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.



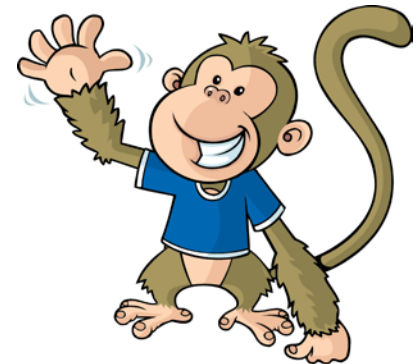
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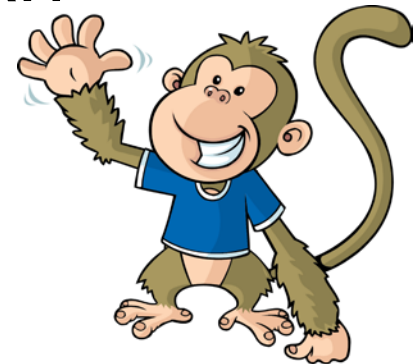




- An A2 (Key for Schools) level candidate can deal with simple, straightforward information and begin to express him or herself in familiar contexts.



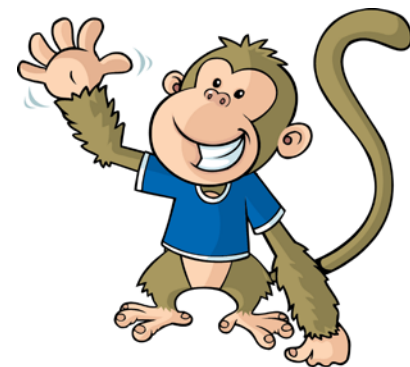
- An A2 (Key for Schools) level candidate can deal with simple, straightforward information and begin to express him or herself in familiar contexts.
- An A1 (Movers) level candidate can communicate and exchange information in a simple way.



Performance of candidates in Cambridge English exams

My students find this difficult:

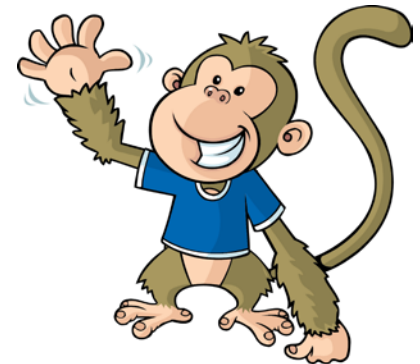
- A. Listening
- B. Reading and Writing
- C. Speaking
- D. Not sure



Performance of candidates in Cambridge English exams

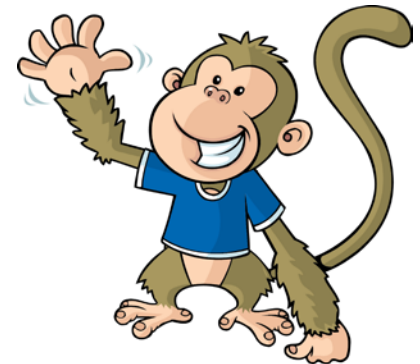
My students find this easy:

- A. Listening
- B. Reading and Writing
- C. Speaking
- D. Not sure



For all Young Learners groups:

- The strongest performance was in Speaking with around 40–70% of learners achieving 4 or 5 Shields.



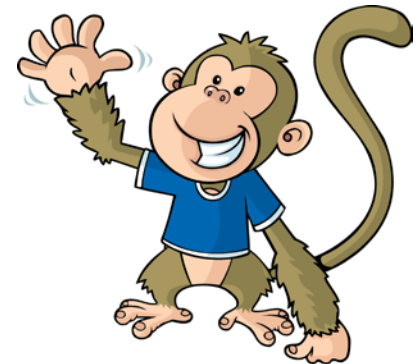
For all Young Learners groups:

- The strongest performance was in Speaking with around 40–70% of learners achieving 4 or 5 Shields.
- The next best skill was Reading and Writing with around 3–13 % achieving 4 or 5 Shields.



For all Young Learners groups:

- The weakest skill area was Listening, with less than 4% of learners achieving 4 or 5 Shields.



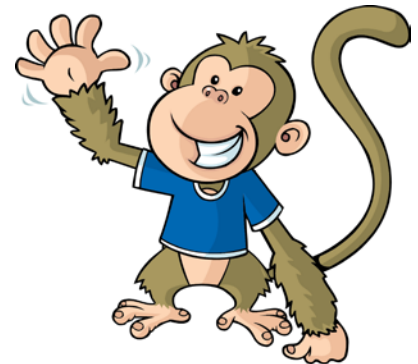


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Listening skills – CEFR descriptors



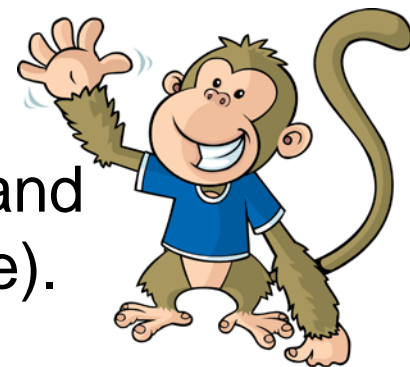
Listening skills – CEFR descriptors

A1

I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

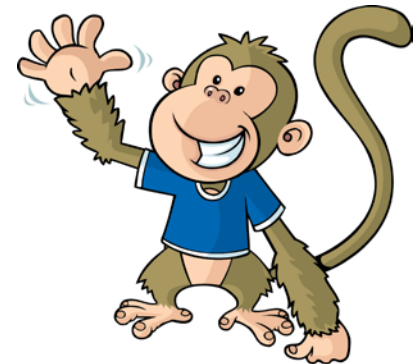
A2

I can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, where I live, school, free time).



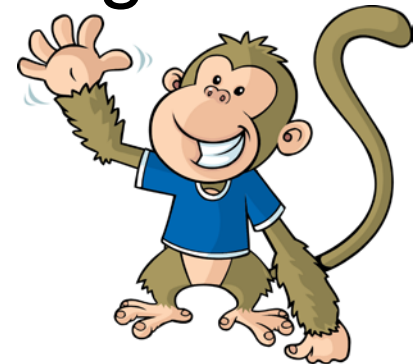
Listening sub-skills

- Which listening sub-skills are used in the *Cambridge English: Movers* or *Cambridge English: Key for Schools* exams?
 - Predicting

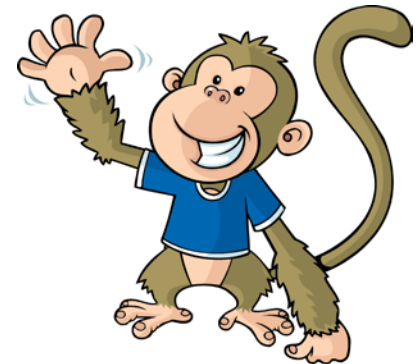


Listening sub-skills

- Predicting
- Listening for gist – a global understanding
- Listening for specific information
- Listening for a detailed understanding

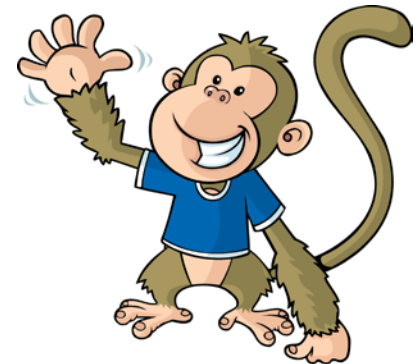


Preparing learners for exam listening tasks



Cambridge English: Movers – Part 4

- Predicting
- Listening for specific information





1 Which clown does Daisy like most?



A ☐



B ☐



C ☐

2 What did Tony dream about?



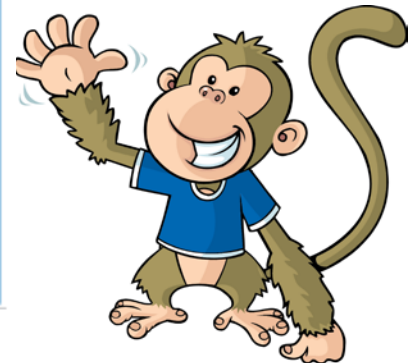
A ☐

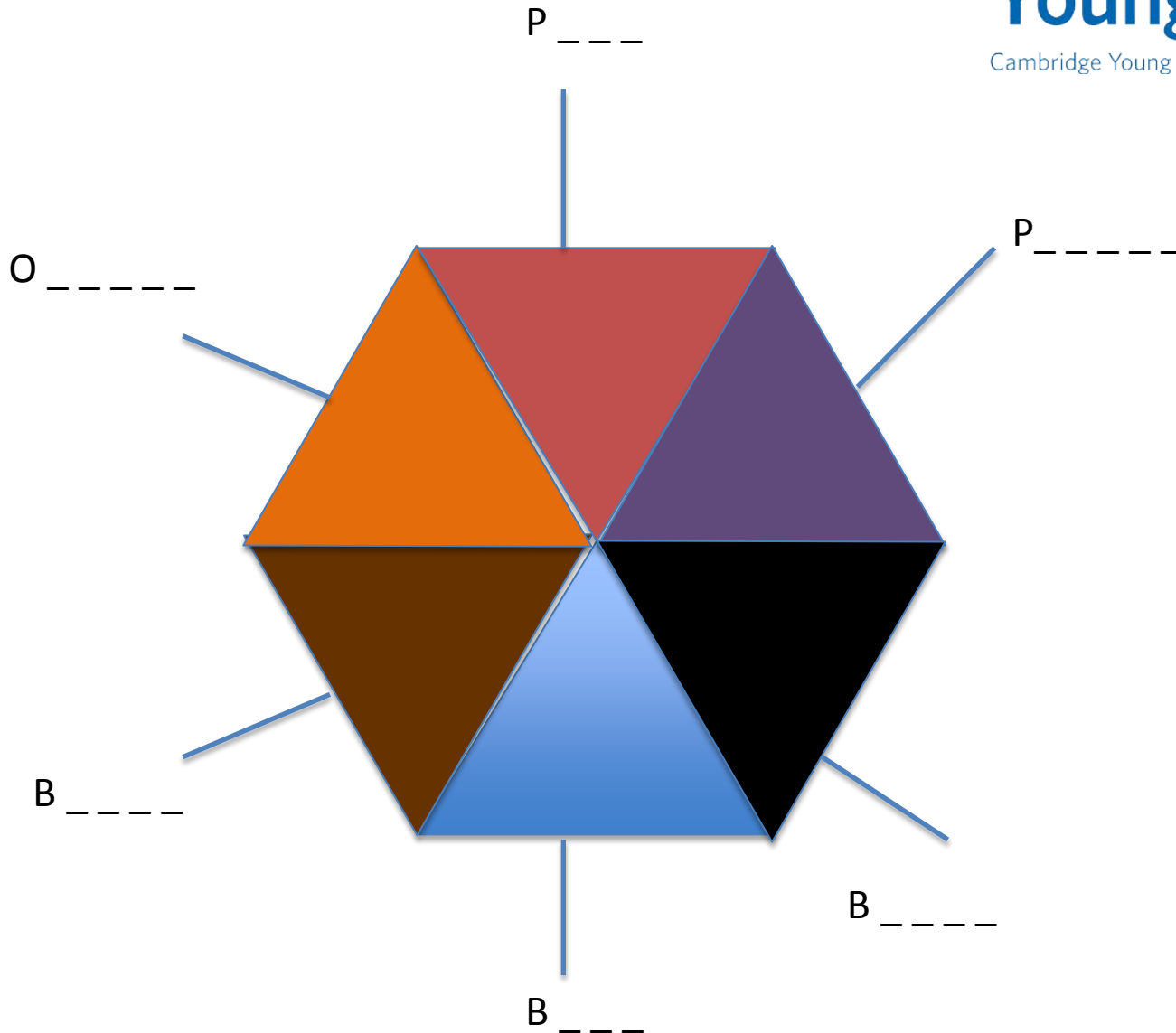


B ☐



C ☐







A

☐

B

☐

C

☐

A

☐

B

☐

C

☐



1 Which clown does Daisy like most?



A ☐



B ☐



C ☐

2 What did Tony dream about?



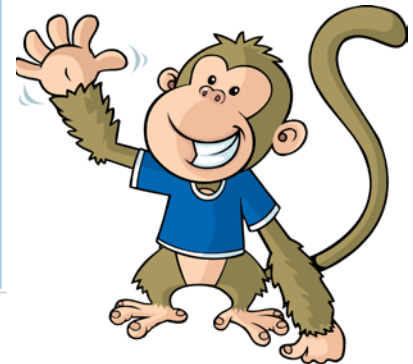
A ☐



B ☐



C ☐



Listen to Nick talking to a friend about his birthday presents
What present did each person give him?
For questions **6 – 10** write a letter **A – H** next to each person.
You will hear the conversation twice.

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Example:

0 Cousin

B

PEOPLE

6 Mum

7 Brother

8 Aunt

9 Uncle

10 Grandmother

PRESENTS

A bike

B book

C cinema tickets

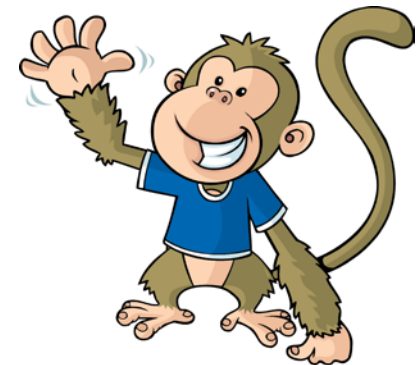
D clothes

E computer game

F mobile phone

G money

H music CD





Listening • Part 2

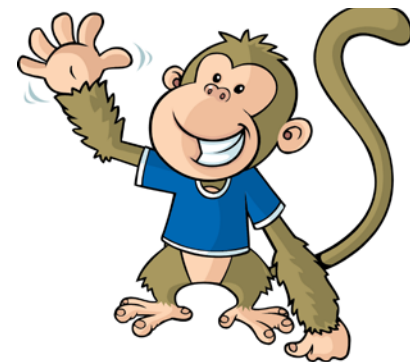
Questions 6 – 10

Listen to Nick talking to a friend about his birthday presents.

What present did each person give him?

For questions **6 – 10**, write a letter **A – H** next to each person.

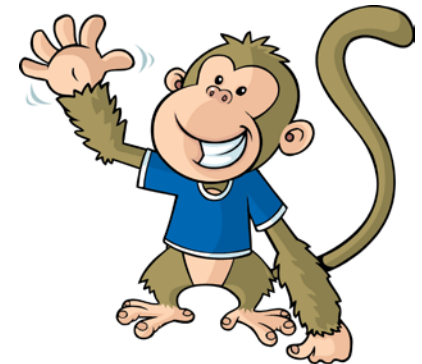
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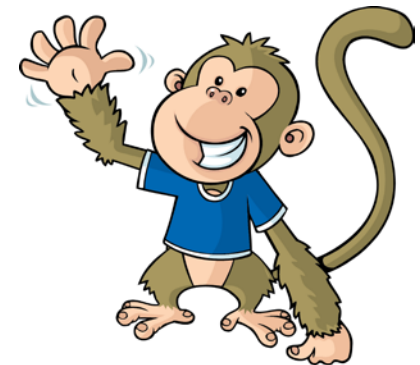
- Girl: Hi Nick. What's that you're reading?
- Nick: It's a book my cousin got me for my birthday. It's really interesting.
- Girl: Oh yes, I forgot it was your birthday. What did you get from your mum?
- Nick: Well, I asked for a new bike, but she bought me this phone instead. I can listen to music on it and take pictures!
- Girl: Oh! And what did your brother get you? A computer game?
- Nick: He bought me this jacket. Do you like it?
- Girl: It's great. Did your aunt buy you anything?
- Nick: Well, she usually gives me money. But this year she got me two tickets to see a film.
- Girl: And what about your uncle? He knows a lot about music doesn't he?
- Nick: Yes, he usually buys me a CD. But this time he gave me twenty pounds and told me to choose something myself.
- Girl: And did your grandmother give you anything?
- Nick: Well, I often get clothes from her, but this year she gave me a computer game. My brother helped her choose it!



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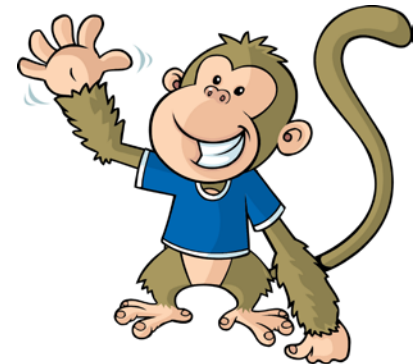
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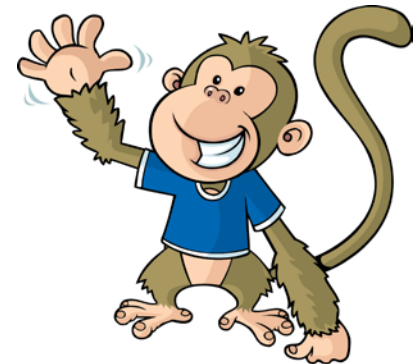
Improving performance in listening skills

- Your ideas ...



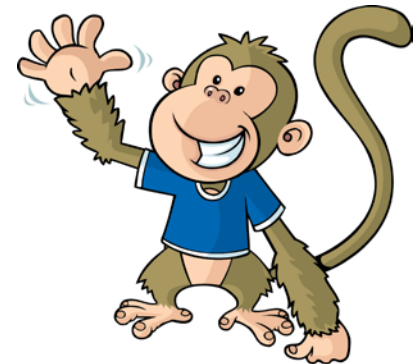
Develop confidence with vocabulary

- Make sure learners are confident with all the words on the vocabulary lists for their level.



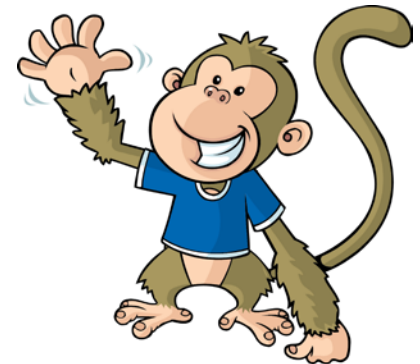
Develop confidence with vocabulary

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- *Cambridge English: Movers*: learners should be confident with all the vocabulary in both the *Cambridge English: Movers* and the *Cambridge English: Starters* lists.



Develop confidence with vocabulary

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- For *Cambridge English: Key for Schools*, learners should be confident with all the vocabulary on the list.



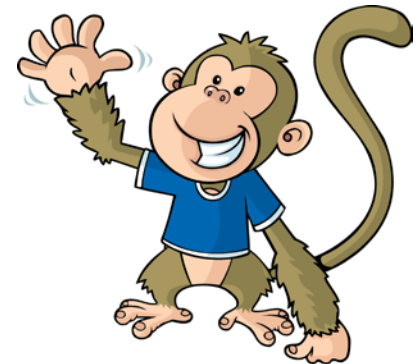
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- *Cambridge English: Movers*: learners should be confident with all the vocabulary in both the *Cambridge English: Movers* and the *Cambridge English: Starters* lists.
- For *Cambridge English: Key for Schools*, learners should be confident with all the vocabulary on the list.
- Use a variety of methods for teaching and practising the relevant vocabulary, in classroom activities and exam practice tasks.



Developing and practising vocabulary

- Using pictures in your course material.

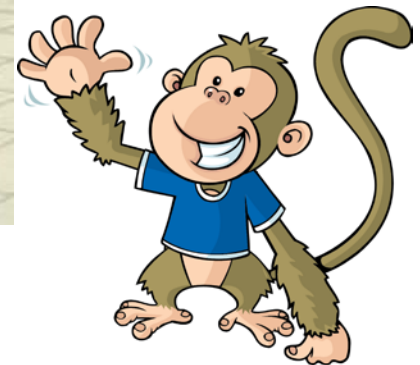




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Source: UNOi 6th grade T20 Knowing Our Place and Time BE a Reader



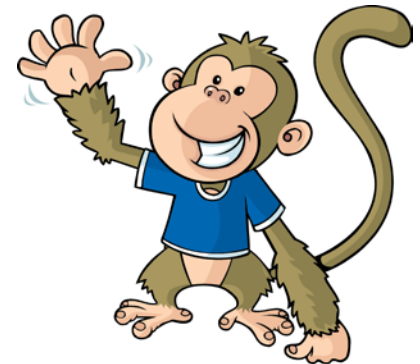
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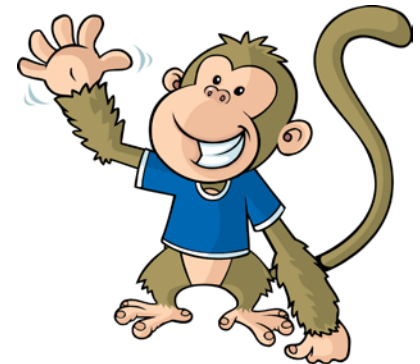
Source: UNOi 6th grade T21 Knowing Our Place and Time BE a Reader





Prepositions of place

- Some examples at A2 level:
 - behind
 - between
 - above
 - next to
 - opposite
 - outside



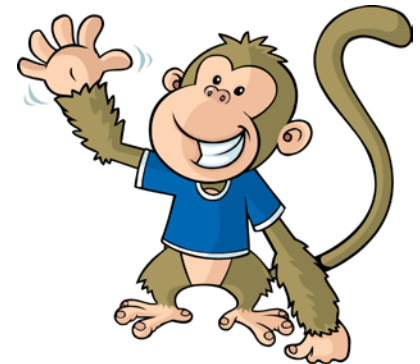


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Days of the week



What did Sally do last week?

Listen and draw a line from the day to the correct picture.

There is one example.



Monday

Tuesday



Wednesday

Thursday

Friday



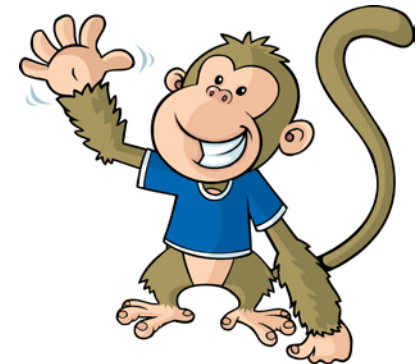
Saturday

Sunday



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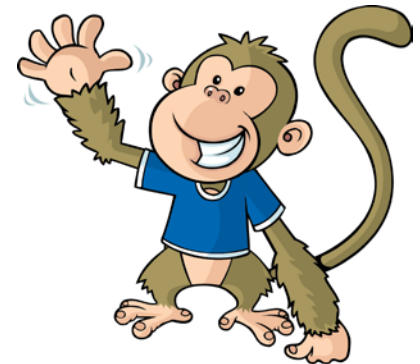


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Letters, numbers, days of the week





Listening • Part 4

Questions 16 – 20

You will hear a girl, Milly, asking a friend about guitar lessons.
Listen and complete each question.
You will hear the conversation twice.

Guitar lessons

Day: Saturday

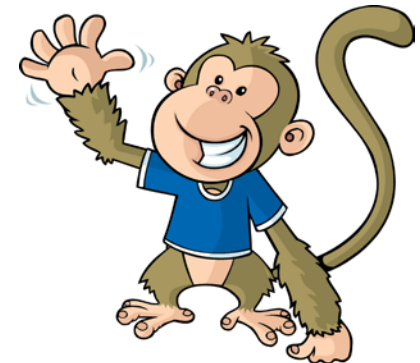
Teacher's name: (16)

Price per hour: (17) £

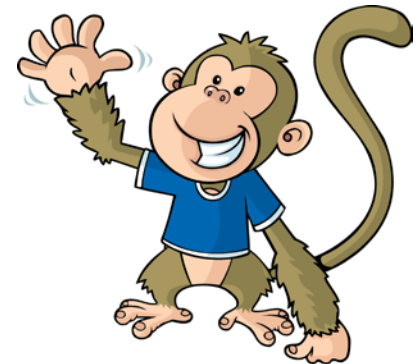
Place of lesson: 34 Purley Lane, near the
(18)

Teacher's phone number: (19)

Must call before: (20) p.m.



Predicting from pictures in course materials





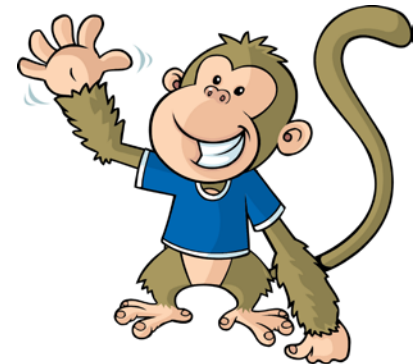
Fats

Fats are one of the basic nutrients our bodies need in order to survive and grow. The body uses fat for building tissues. It is also a source of energy. Fats cannot dissolve in water. There are both saturated and unsaturated fats. Saturated fats are solids at room temperature (for example, butter or lard). Unsaturated fats are liquid at room temperature (for example, corn oil or safflower oil).

The foods shown here are very high in fat.



Source: page 11 Chemistry and food 9th grade UNOi materials – 3SEC 1B UNO BE GLOBAL EXPL REC C3 S1





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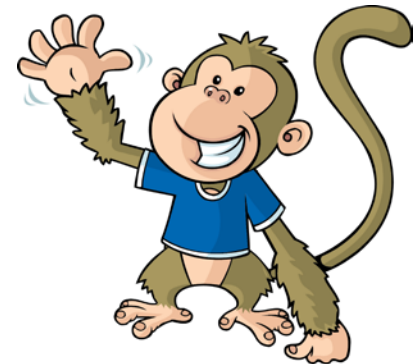
The foods shown here are very high in fat.



Source: page 11 Chemistry and food 9th grade UNOi materials – 3SEC 1B UNO BE GLOBAL EXPL REC C3 S1

LISTENING TASK

1. Fats help our to survive and grow.
2. They do not dissolve in
3. and lard are both saturated fats.
4. Corn is a type of unsaturated fat.



Familiarity with the exam

- Make sure learners are familiar with the format and timings of the exam they are taking.
- Use sample tests in the classroom.
- Give learners practice of sample tests under exam conditions.



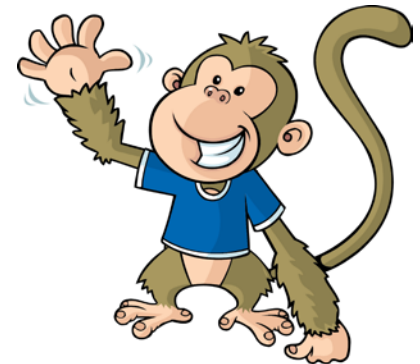


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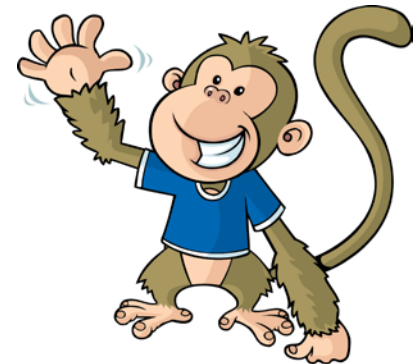
Cambridge English
Young Learners

Cambridge Young Learners English (YLE)

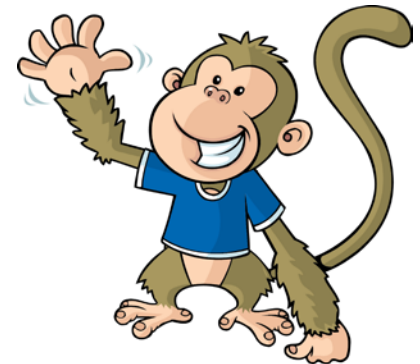
Following instructions carefully



Making sure they know about distractors

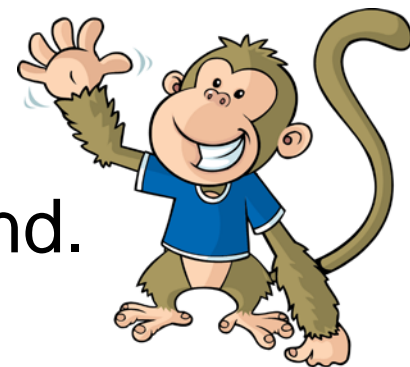


Coursebook listening tasks



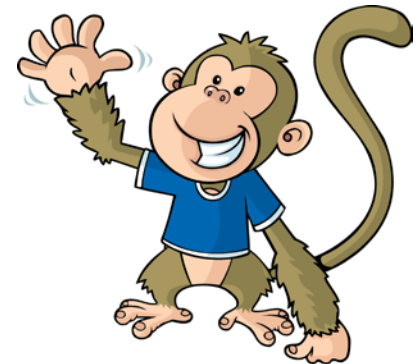
Exposure to English

- Use English in class as the main language for communication. Talk about:
 - where things are
 - pictures or things children can see
 - what you and your pupils are doing in class
 - what you want your pupils to do next.
- Use gestures and actions to help children understand.
- Use pictures to help children understand.



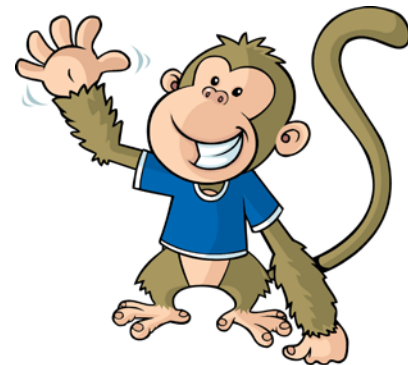
Exposure to English

- Recast in English what children say to you in their mother tongue.
- Answer children in English as much as possible.



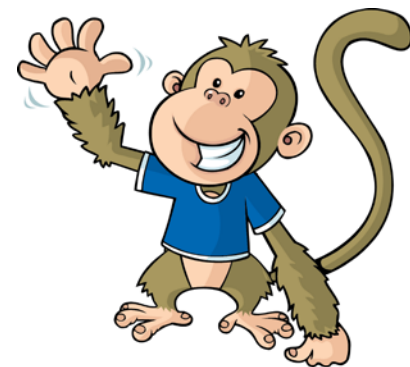
Exposure to English

- Use audio materials to maximise exposure to different English native speaker voices and accents.
- Play them audio stories – children are strongly motivated to listen to entertaining stories.
- Use songs to develop awareness of the sounds of English.



Exposure to English

- Build stimulating and engaging listening activities into lessons as often as possible.
- For example:
 - identifying people from descriptions
 - carrying out instructions to draw, colour or write
 - listening to a story and putting pictures in order.



Ways of helping students with listening skills for exams

- Develop their confidence with the vocabulary they need for the exam.



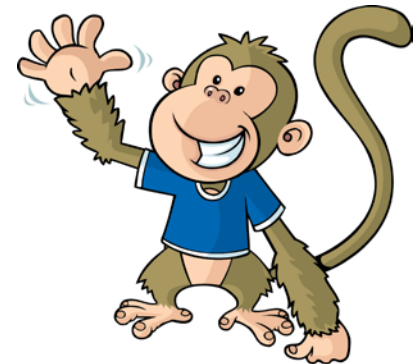
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- Develop their confidence with the vocabulary they need for the exam.
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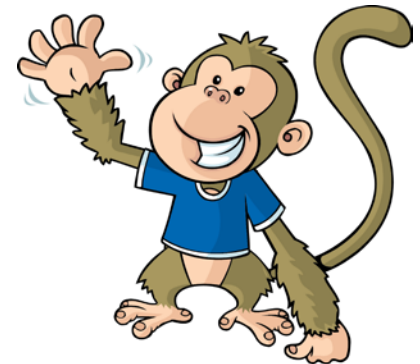
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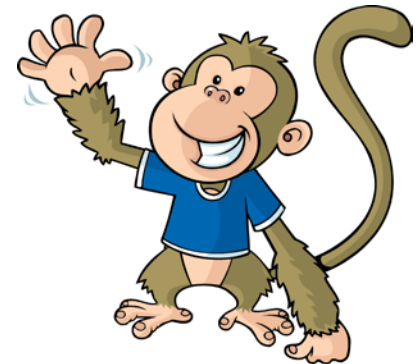
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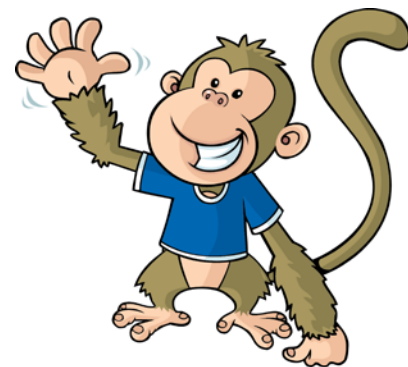
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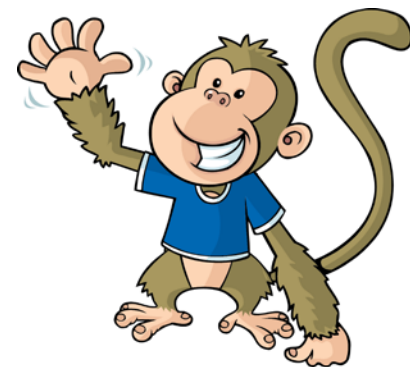
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- Highlight exam skills in coursebook tasks.
- Build stimulating and engaging listening activities into lessons.



Summary of the webinar

- to discuss the performance of UNOi candidates in Cambridge English tests
- to focus on how to improve your learners' skills in Cambridge English tests





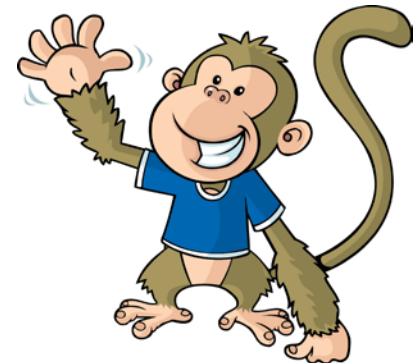
New graphics for 2014



Tests on computer and laptop





- enjoyable activities, attractive illustrations and familiar topics
- the latest child-friendly technology
- faster results





Downloadable sample test

Part 5
- 5 Questions -
Listen and look at the example. Then listen and colour and write.



Example →

Listening

1 2 3 4 5



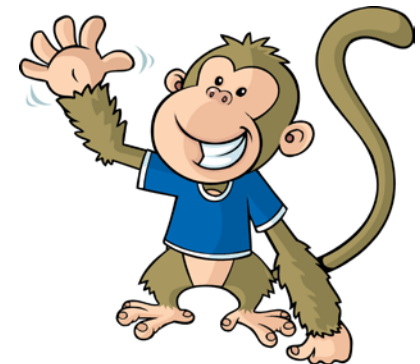


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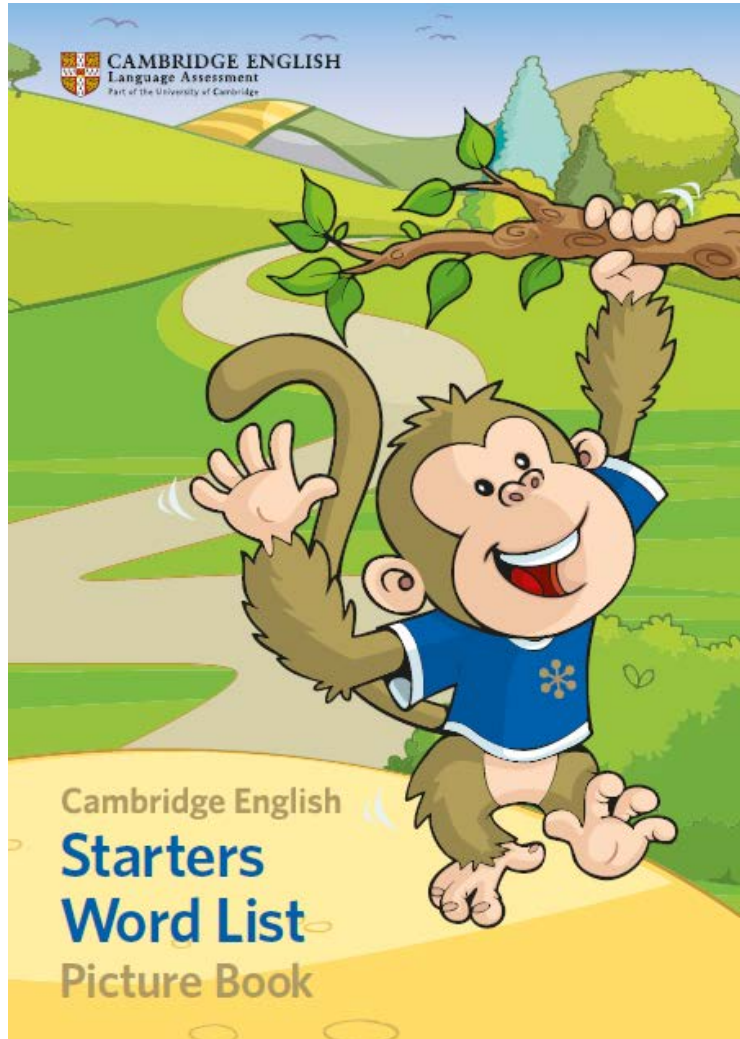
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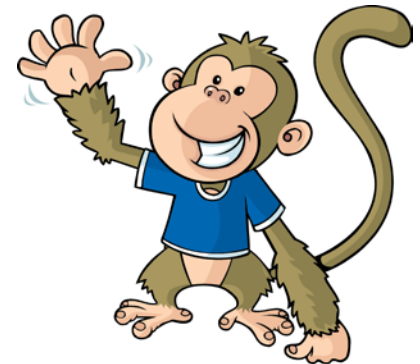
Interactive games



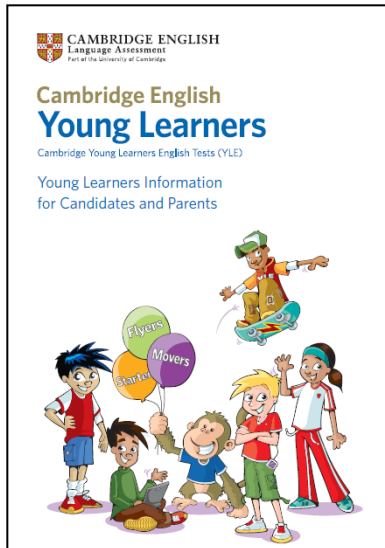
Word list picture books



Word List Picture Books for
Movers and Flyers coming
soon!

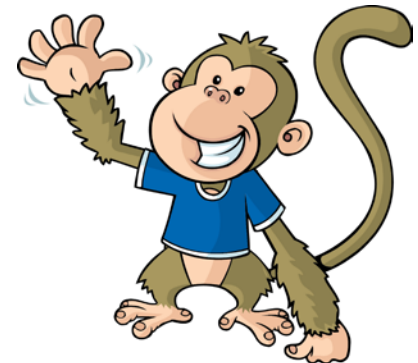


Other new developments coming soon for Cambridge English: Young Learners



- Revised Sample Test Booklet
- Speaking test video
- Speaking test activities for parents
- Information for Candidates and Parents

www.cambridgeenglish.org/younglearners





Teaching Support website

- Information about all Cambridge English Language Assessment examinations and teaching qualifications
- Teaching resources for each part of each exam
- Lots more features to support teachers

Cambridge English: Key for Schools:

www.teachers.cambridgeenglish.org/ts/exams/younglearnersandforschools/ketforschools

Cambridge English: Movers:

www.teachers.cambridgeenglish.org/ts/exams/younglearnersandforschools/ylemovers



www.cambridgeenglish.org/teach



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Questions & Answers

