



CAMBRIDGE ENGLISH  
Language Assessment  
Part of the University of Cambridge

Cambridge English  
**Young Learners**

Cambridge Young Learners English (YLE)

# Improving the performance of young learners in Cambridge English exams



# Aims

- To explore ideas about young learner motivation in relation to exam preparation
- To look at some practical ideas for preparing pupils for *Cambridge English: Young Learners* tests
- To consider ways of involving parents in exam preparation



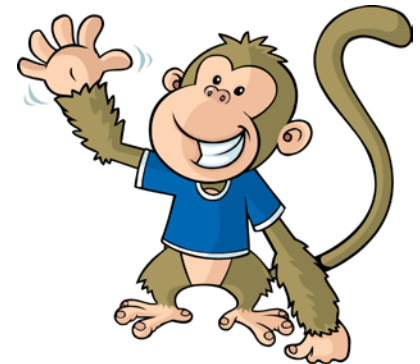


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# Motivating young learners





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# Motivating young learners

- Stimulate their INTEREST





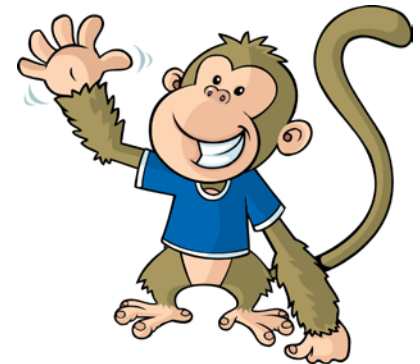
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# Motivating young learners

- Stimulate their INTEREST
- Make them WANT to do something





# To motivate learners, we need to ...

- Grab their ATTENTION
- Get them INTERESTED

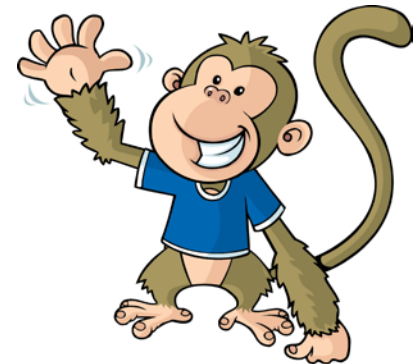




# To motivate learners, we need to ...

- Grab their ATTENTION
- Get them INTERESTED

A picture



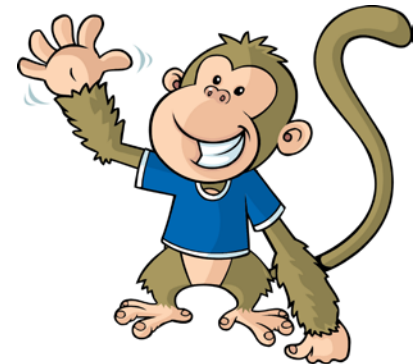


# To motivate learners, we need to ...

- Grab their ATTENTION
- Get them INTERESTED

A picture

A sound







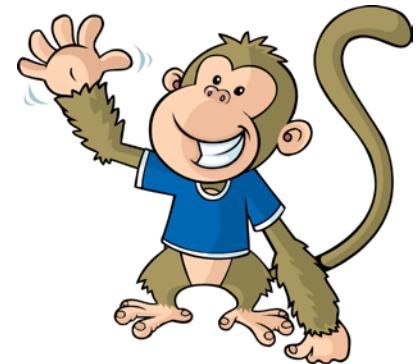
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- Get them INTERESTED

A picture

A sound

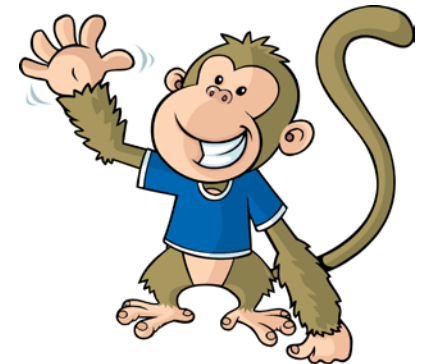
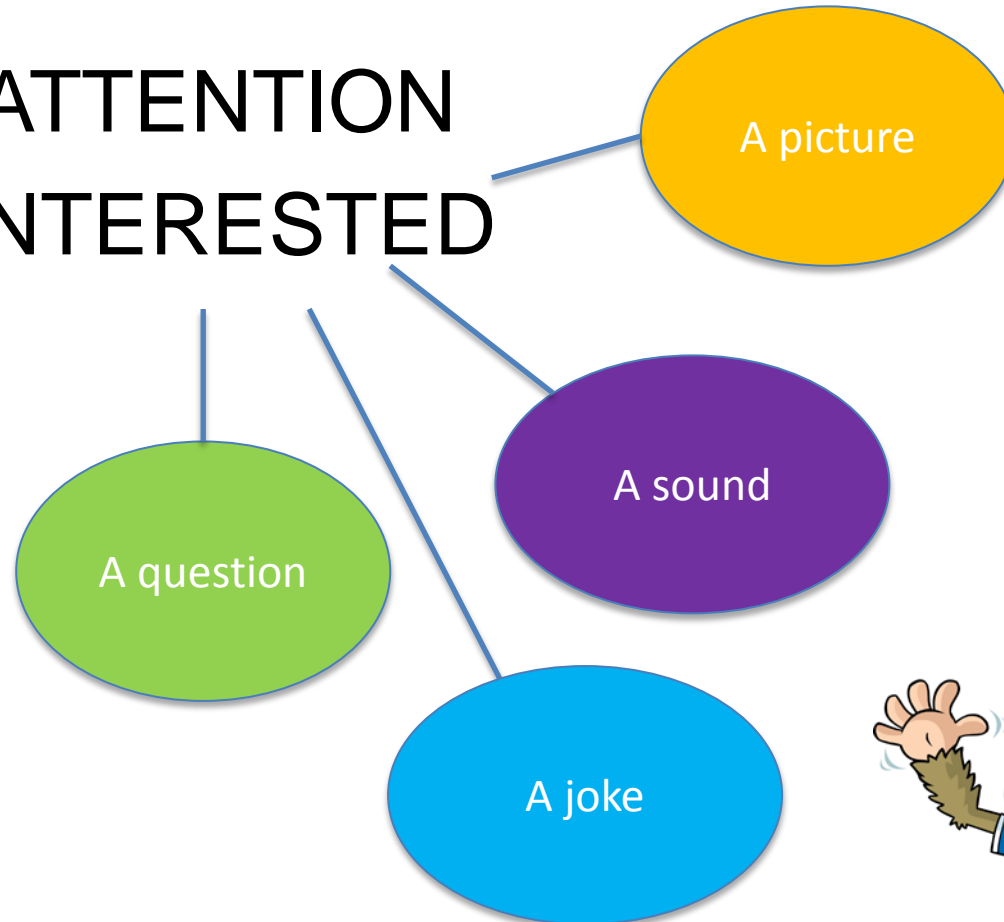
A joke





# To motivate learners, we need to ...

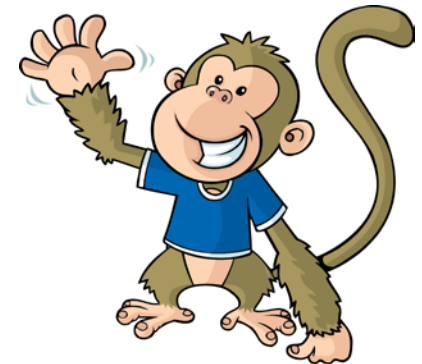
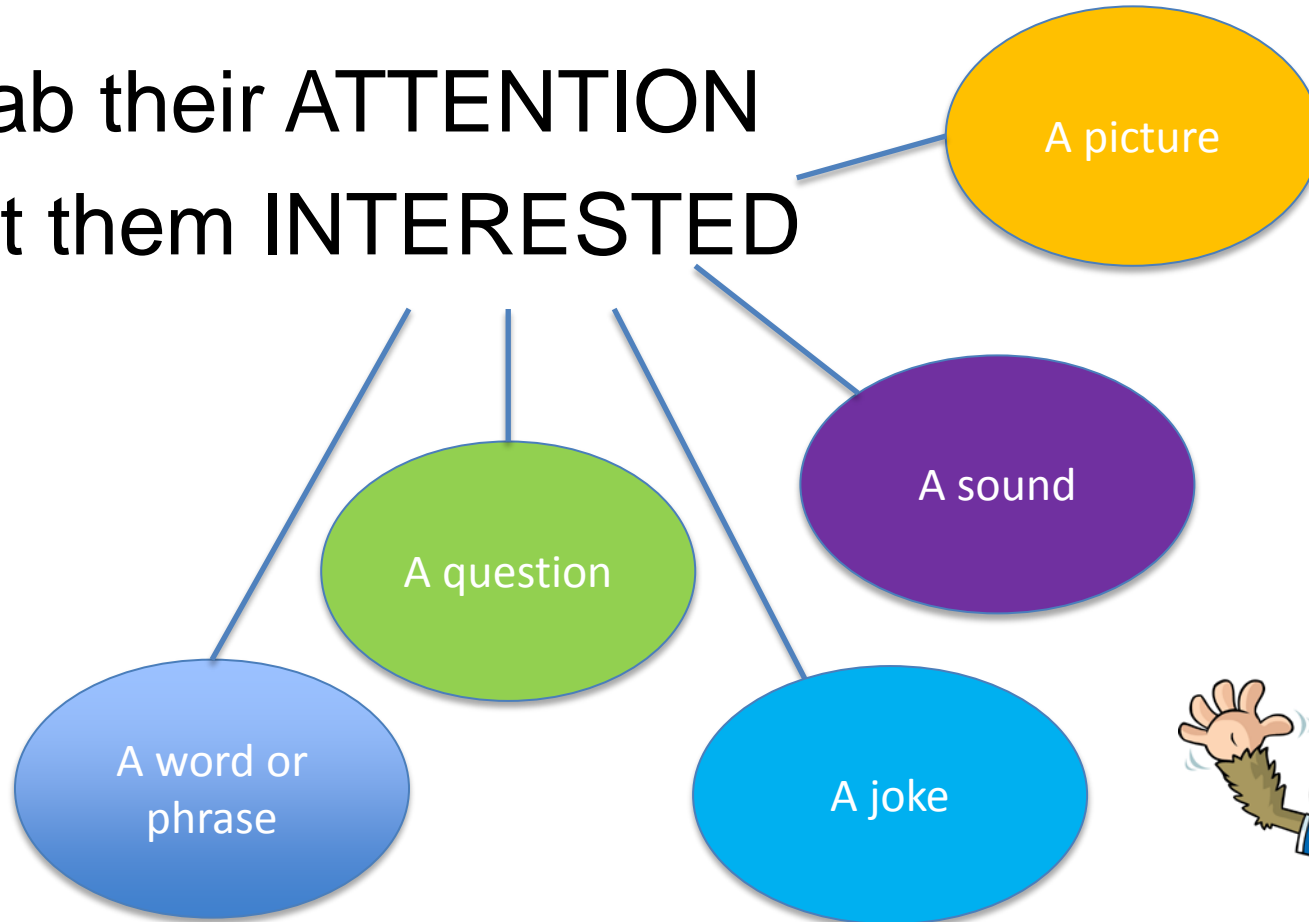
- Grab their ATTENTION
- Get them INTERESTED





# To motivate learners, we need to ...

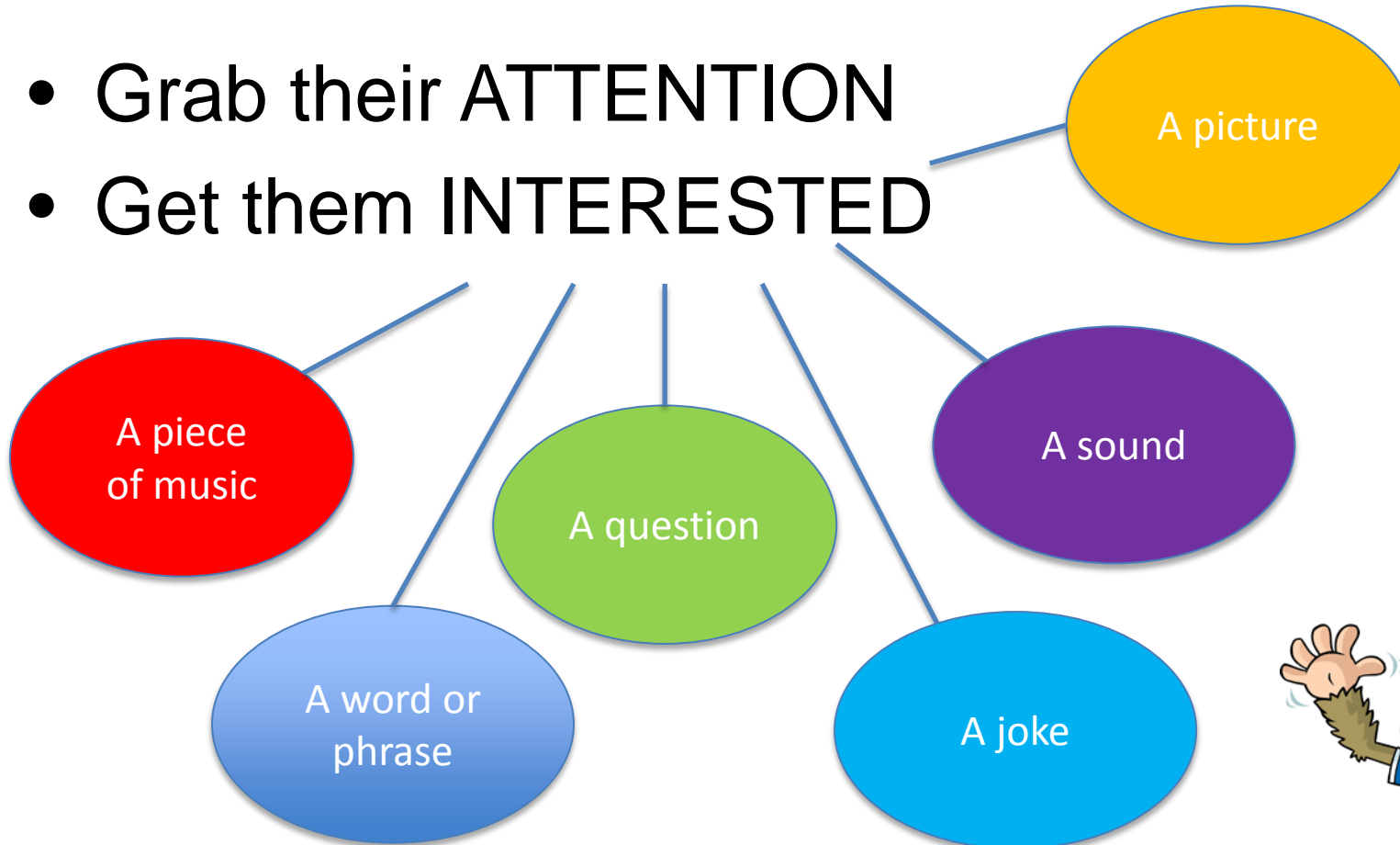
- Grab their **ATTENTION**
- Get them **INTERESTED**





# To motivate learners, we need to ...

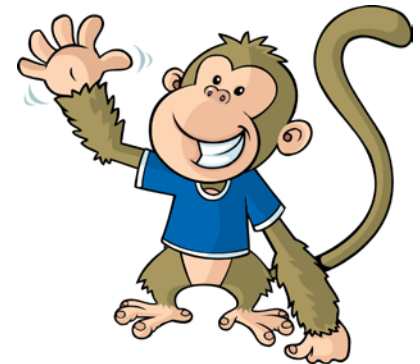
- Grab their ATTENTION
- Get them INTERESTED





# To motivate learners, we need to ...

- Grab their ATTENTION
- Get them INTERESTED
- Make them feel CHALLENGED





# To motivate learners, we need to ...

- Grab their ATTENTION
- Get them INTERESTED
- Make them feel CHALLENGED
- Keep them ENGAGED

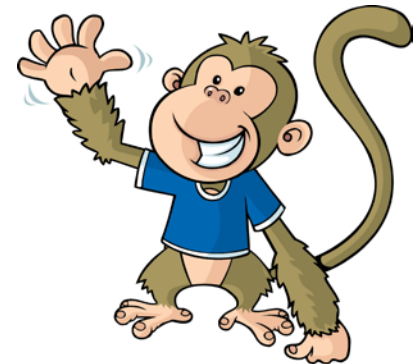




# To motivate learners, we need to ...

- Grab their ATTENTION
- Get them INTERESTED
- Make them feel CHALLENGED
- Keep them ENGAGED

Group  
work/pair  
work





# To motivate learners, we need to ...

- Grab their ATTENTION
- Get them INTERESTED
- Make them feel CHALLENGED
- Keep them ENGAGED

Move  
around

Group  
work/pair  
work







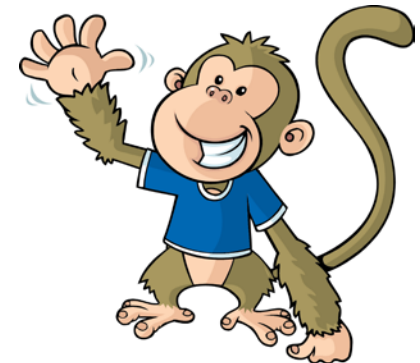
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- Grab their ATTENTION
- Get them INTERESTED
- Make them feel CHALLENGED
- Keep them ENGAGED

Move  
around

Group  
work/pair  
work

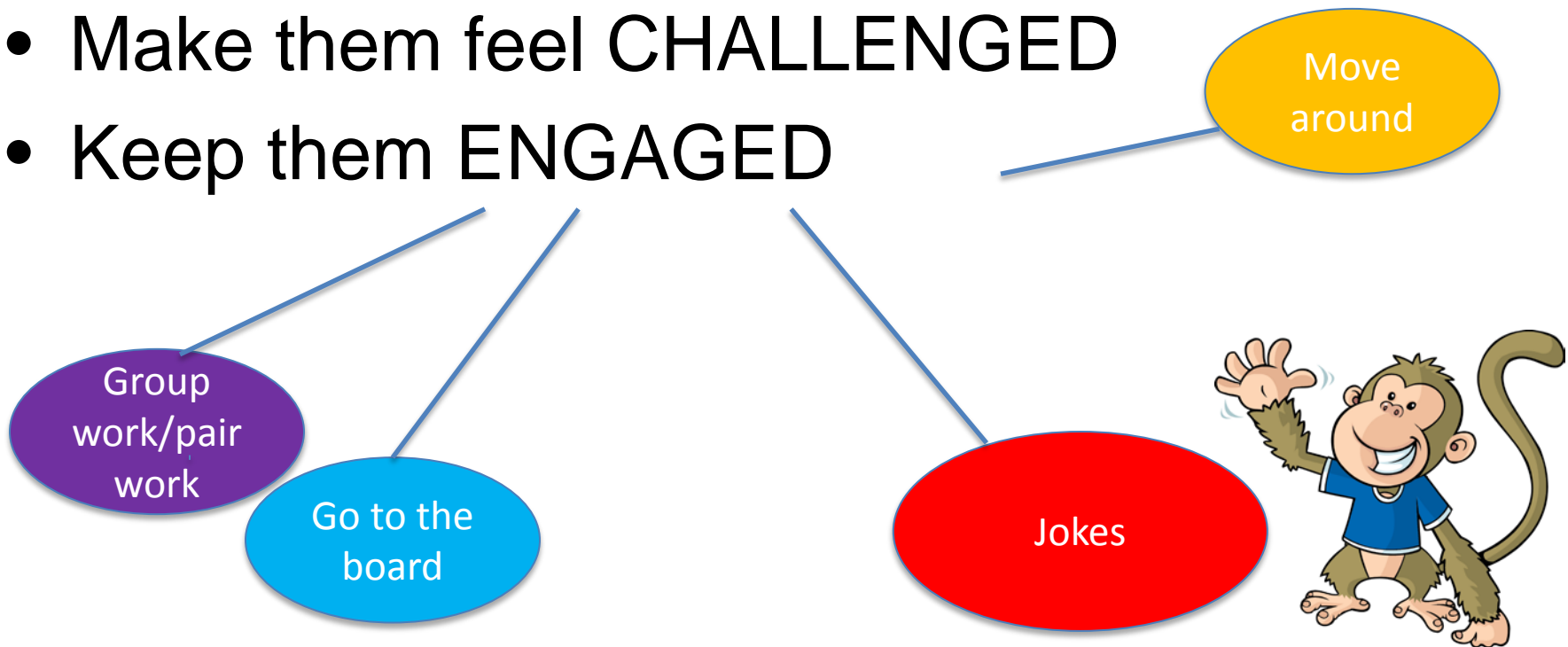
Go to the  
board





# To motivate learners, we need to ...

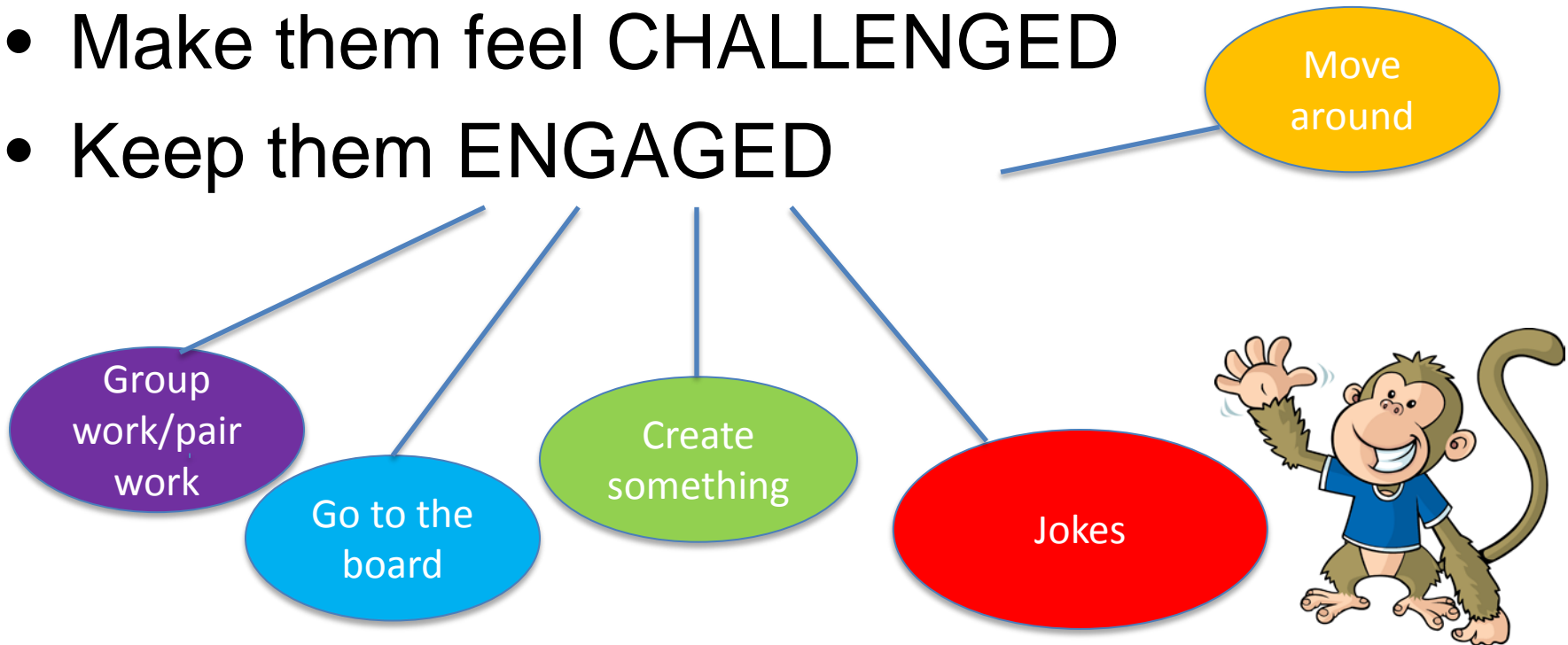
- Grab their ATTENTION
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- Keep them ENGAGED





# To motivate learners, we need to ...

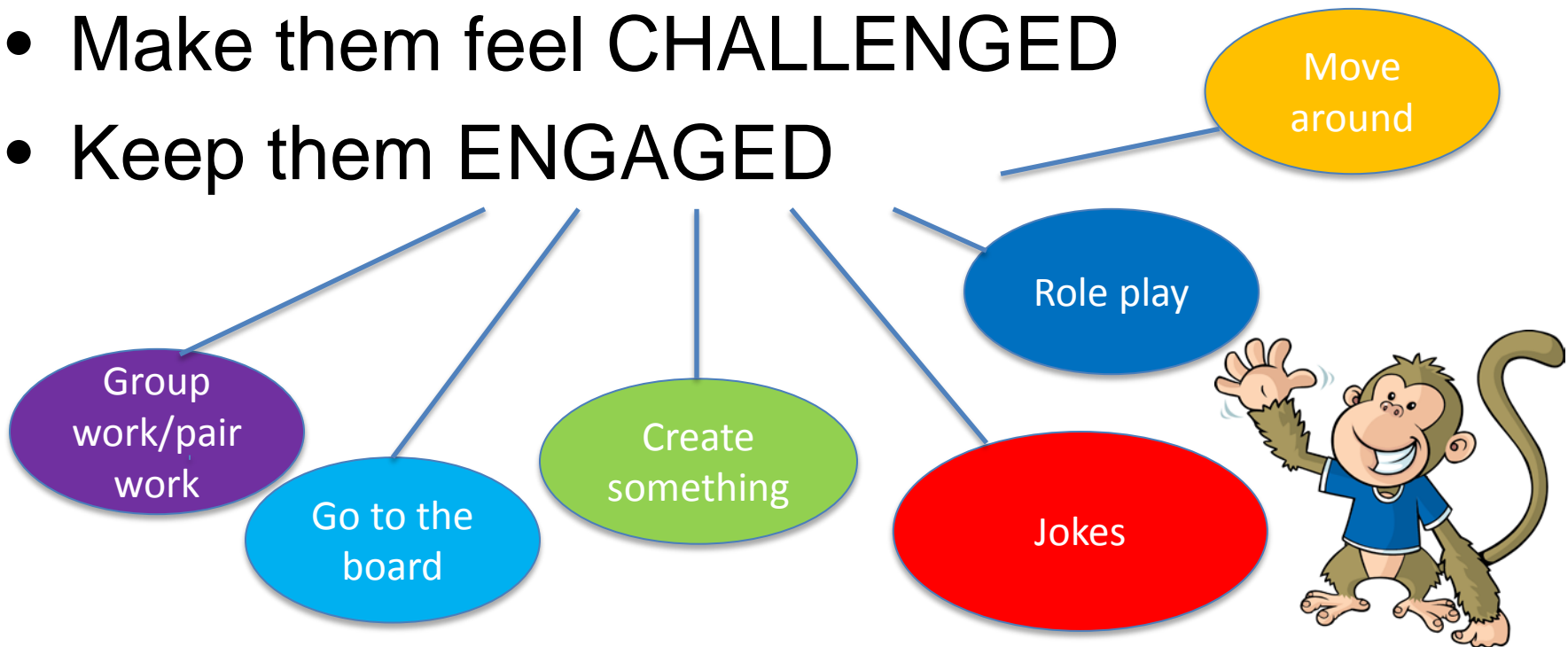
- Grab their ATTENTION
- Get them INTERESTED
- Make them feel CHALLENGED
- Keep them ENGAGED





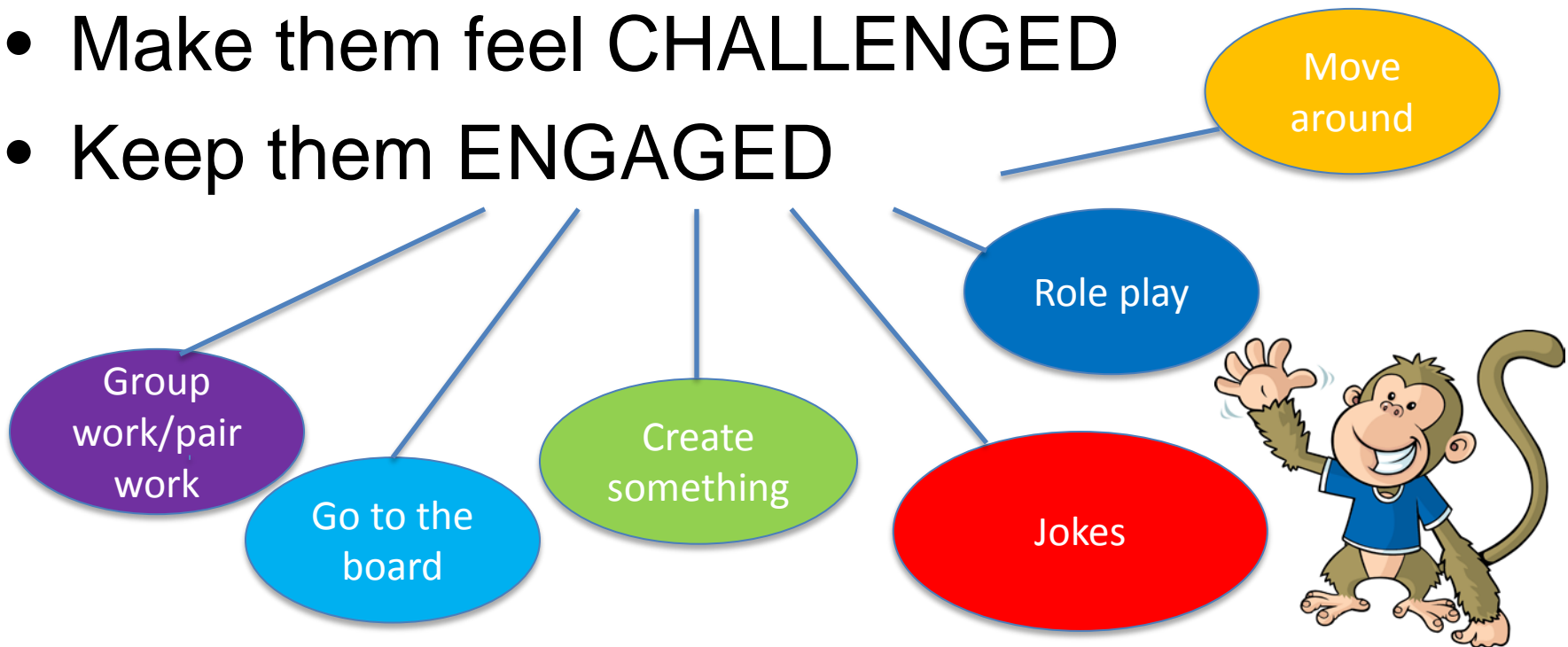
# To motivate learners, we need to ...

- Grab their **ATTENTION**
- Get them **INTERESTED**
- Make them feel **CHALLENGED**
- Keep them **ENGAGED**



# To motivate learners, we need to ...

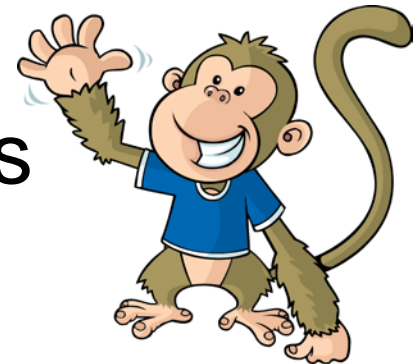
- Grab their ATTENTION
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- Make them feel CHALLENGED
- Keep them ENGAGED





# To motivate learners, we need to ...

- Grab their **ATTENTION**
- Get them **INTERESTED**
- Make them feel **CHALLENGED**
- Keep them **ENGAGED**
- **PRAISE** them to create a sense of success
- Make them feel **SAFE** to take risks





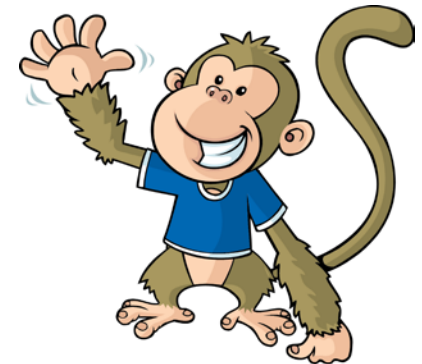
# To motivate learners, we need to ...

- Grab their **ATTENTION**
- Get them **INTERESTED**
- Make them feel **CHALLENGED**
- Keep them **ENGAGED**
- **PRAISE** them to create a sense of success
- Make them feel **SAFE** to take risks
- Make sure there is plenty of **VARIETY**



# Ideas for preparing learners for Cambridge English: Young Learners tests

- *Cambridge English: Starters*
- *Cambridge English: Movers*
- *Cambridge English: Flyers*

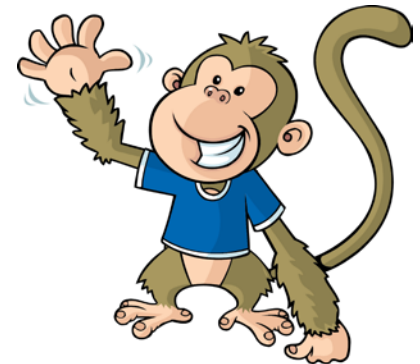




# Performance of candidates in Cambridge English exams

**My students find this difficult:**

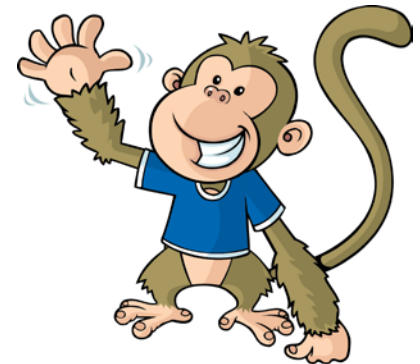
- A. Listening
- B. Reading and Writing
- C. Speaking
- D. Not sure



# Performance of candidates in Cambridge English exams

**My students find this easy:**

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





# Grade statistics

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## Research and Validation

Cambridge English Research and Validation

- Research and Validation
  - Fitness for purpose
  - Research and collaboration
  - Quality and accountability
  - Validity and validation
  - Published research
  - Meet the team

### Research Notes

Issue 56 May 2014

Issue 56 presents six research projects completed by teachers working in the ELICOS sector in Australia.

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### Related Links

- Funding application
- Requests for data
- Grade statistics

### Cambridge English Research and Validation

*Putting quality, accuracy and reliability into everything we do*

*"The expertise of our research staff, combined with our rigorous validation and quality systems enables Cambridge English Language Assessment to offer assessment services that are fit for purpose, have proven validity and reliability, and are aligned with international standards."*

**Dr Nick Saville**  
Director, Research and Validation

### Studies in Language Testing (SILT)

*Studies in Language Testing* is a series of academic volumes examining important issues and developments in language testing and assessment. It is an indispensable resource for test users, developers and researchers.

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- Take an exam  
Find out how and where to register
- Prepare and practise  
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## Grade statistics

Cambridge English / Research and Validation / Quality and accountability / Grade statistics

> Quality and accountability

> Grade statistics

> 2013

> 2012

> 2011

> 2010

> 2009


> 2008

> 2007

> 2006

> 2005

> 2004



### Cambridge English Research and Validation

Grade statistics give the **average percentages** in each grade for **all sessions** of a particular exam by country or territory. This information helps researchers understand how our exams perform and is helpful to teachers who want to understand how students perform in a test in their country or region.


Please note: these statistics do not include absent, partial absent or ungraded candidates.

#### Grade statistics by year 2004-13

- [Grade statistics 2013](#)
- [Grade statistics 2012](#)
- [Grade statistics 2011](#)
- [Grade statistics 2010](#)
- [Grade statistics 2009](#)
- [Grade statistics 2008](#)
- [Grade statistics 2007](#)
- [Grade statistics 2006](#)
- [Grade statistics 2005](#)
- [Grade statistics 2004](#)

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+ Take an exam  
Find out how and where to register




+ Prepare and practise  
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## Exams and qualifications



Find the English language exam for you

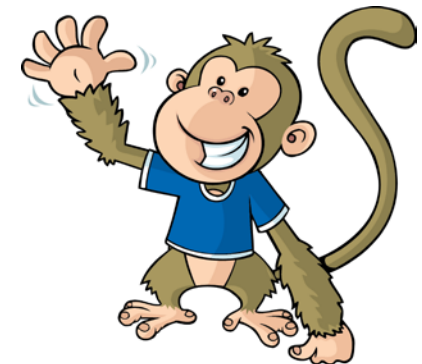


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## Grade statistics

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## Cambridge English Research and Validation

### Grade statistics 2013

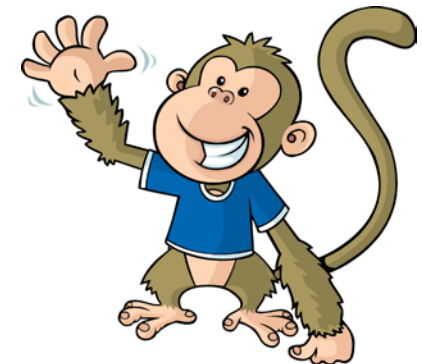
Below are the most recent statistics (for the 2013 calendar year), covering the Cambridge English exams listed below. Please note: these statistics do not include absent, partial absent or ungraded candidates.

Statistics are also available for [2012](#), [2011](#), [2010](#), [2009](#), [2008](#), [2007](#), [2006](#), [2005](#) and [2004](#).

#### Statistics for individual exams

YLE (Young Learners English Tests)

- [Starters 2013](#)
- [Movers 2013](#)
- [Flyers 2013](#)





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[Quality and accountability](#)

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[2013](#)
[2012](#)
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[2007](#)
[2006](#)
[2005](#)
[2004](#)

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## Cambridge English: Starters (YLE Starters)

[Listening](#)  
[Speaking](#)  
[Reading & Writing](#)

[Back to Grade Statistics](#)

### YLE Starters - Listening

The table shows the breakdown of candidate achievement, by country / territory.

Country	Grade				
	1 Shield	2 Shields	3 Shields	4 Shields	5 Shields
Albania	0.0%	0.0%	28.6%	28.6%	42.9%
Algeria	2.7%	5.4%	27.0%	40.5%	24.3%
Argentina	4.0%	6.2%	18.8%	29.3%	41.6%
Armenia	0.0%	0.0%	21.4%	21.4%	57.1%
Austria	0.0%	0.0%	14.3%	42.9%	42.9%
Bahrain	4.0%	4.0%	24.0%	12.0%	56.0%
Bangladesh	0.0%	0.0%	9.3%	10.0%	80.7%
Bosnia & Herzegovina	0.0%	5.9%	27.5%	15.7%	51.0%
Brazil	4.2%	7.0%	15.8%	25.3%	47.7%
Bulgaria	0.9%	3.3%	9.8%	23.7%	62.3%
Cambodia	6.3%	0.0%	6.3%	18.8%	68.8%
Chile	7.3%	8.9%	23.1%	32.2%	28.5%
China	0.0%	0.0%	8.9%	23.2%	67.9%
Colombia	23.1%	17.5%	20.5%	20.9%	18.0%
Costa Rica	0.0%	0.0%	9.8%	41.2%	49.0%
Croatia	0.0%	2.1%	6.2%	26.2%	65.6%
Cyprus	1.2%	2.4%	8.5%	27.1%	60.8%
Czech Republic	1.4%	3.5%	16.8%	27.3%	51.0%
Ecuador	3.6%	7.5%	20.9%	30.0%	37.9%
Egypt	0.0%	1.8%	8.3%	20.7%	69.2%
France	4.3%	8.8%	20.7%	27.7%	38.4%
French Guiana	25.0%	17.9%	35.7%	17.9%	3.6%

## Exams and qualifications

Find the English language exam for you

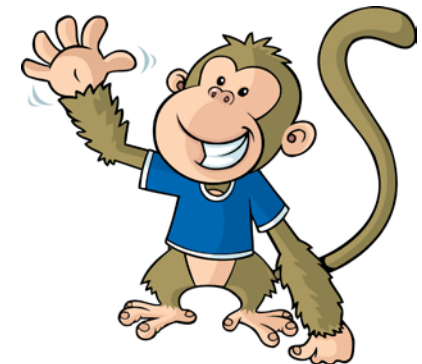
### Validation

(for the 2013 calendar year), covering the following. Please note: these statistics do not include graded candidates.

2, [2011](#), [2010](#), [2009](#), [2008](#), [2007](#), [2006](#).

### YLE (Young Learners English Tests)

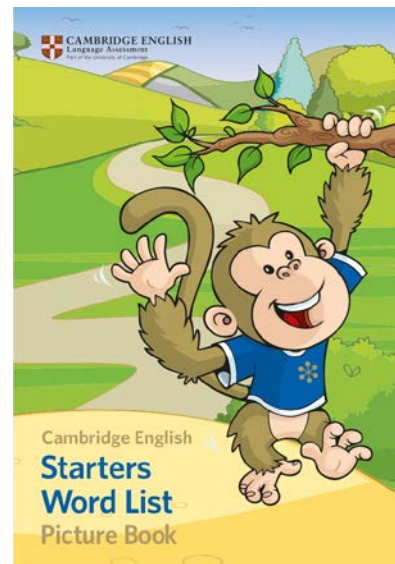
- [Starters 2013](#)
- [Movers 2013](#)
- [Flyers 2013](#)





# How often do you use vocabulary lists to prepare tasks and activities?

- A. All the time
- B. Sometimes
- C. Hardly ever

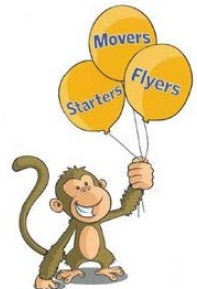


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Young Learners English Tests (YLE)

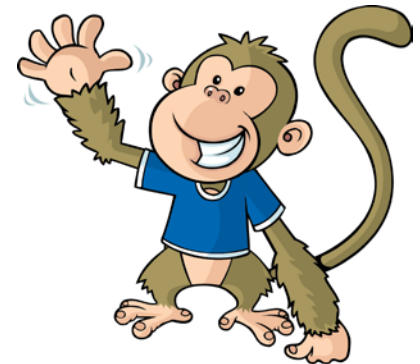
Expand

*Handbook for Teachers*  
*Starters Movers Flyers*





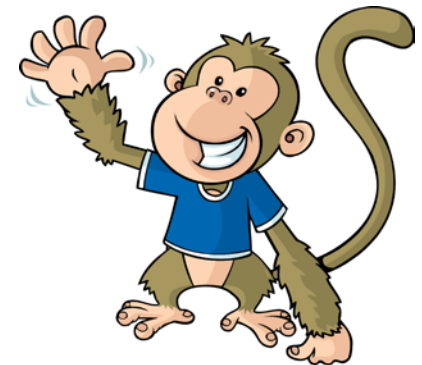
# What are some different ways of testing vocabulary?





# What are some different ways of testing vocabulary?

- Memory tests
- Drawing a picture by listening
- Colouring a picture by listening
- Listen and point
- Wordsearch activities





Miss Jones

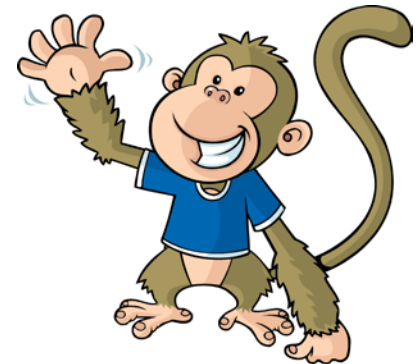
Joe

Tom

Sue

Now write your answers to  
these questions on a piece of paper:

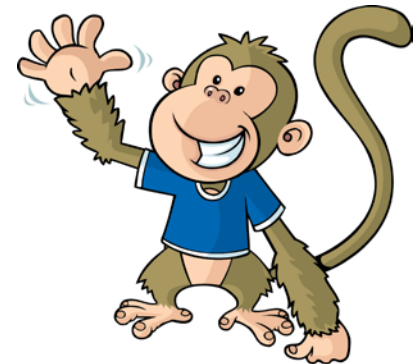
- 1) What is Joe doing?
- 2) What is Joe wearing?
- 3) What is Tom doing?
- 4) What is Sue doing?
- 5) What colour is Miss Jones wearing?





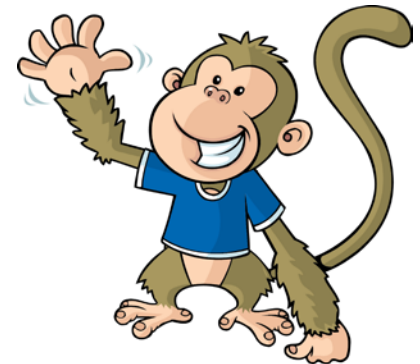
Now write your answers to  
these questions on a piece of paper:

- 1) What is Joe doing? **Playing (the) guitar**
- 2) What is Joe wearing?
- 3) What is Tom doing?
- 4) What is Sue doing?
- 5) What colour is Miss Jones wearing?



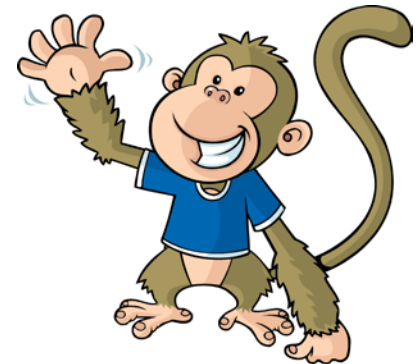
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- 1) What is Joe doing? **Playing (the) guitar**
- 2) What is Joe wearing?
- 3) What is Tom doing?
- 4) What is Sue doing?
- 5) What colour is Miss Jones wearing?



Now write your answers to these questions on a piece of paper:

- 1) What is Joe doing? **Playing (the) guitar**
- 2) What is Joe wearing? **A white shirt, a tie and grey trousers**
- 3) What is Tom doing? **painting**
- 4) What is Sue doing? **drawing**
- 5) What colour is Miss Jones wearing?  
**green**







Miss  
Jones

Joe

Tom

Sue

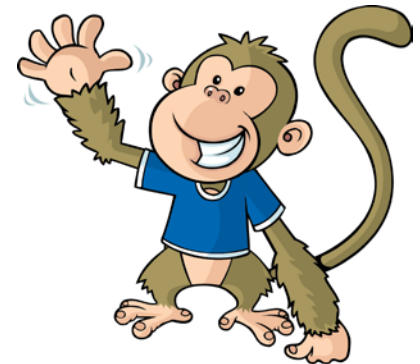


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Cambridge Young Learners English (YLE)

- F
- G
- P
- T
- C
- R
- D
- W



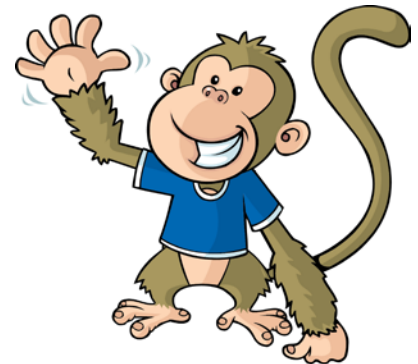




- F
- G
- P
- T
- C
- R
- D
- W

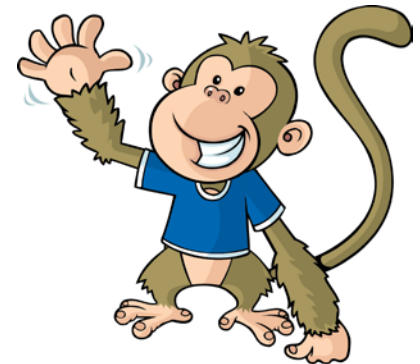
I spy with my  
little eye  
something  
beginning with P

Is it pencil?





- F – flowers
- G – guitar, glasses
- P – pencils, picture
- T – table
- C – chair
- R – radio
- D – door
- W – window

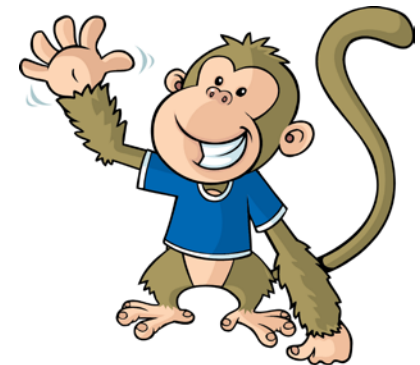




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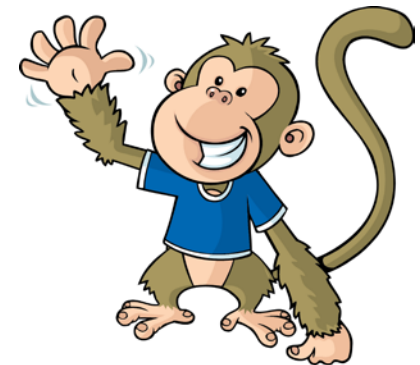




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# Cambridge English Young Learners

Cambridge Young Learners English (YLE)





# Cambridge English: Flyers

## Reading & Writing: Part 1

a fridge

an apartment

cupboards

knives

People like flying this in the sky on a windy day.

a kite

1 You find this in the kitchen. It is cold inside.

salt

2 This is white and we put it on food.  
Children often like it on chips.

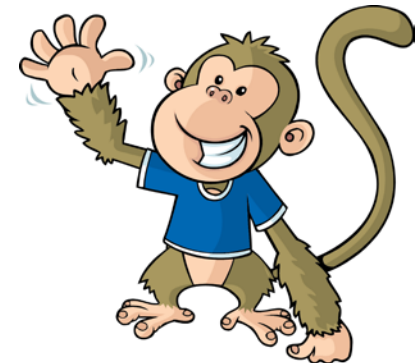
volleyball

3 These are made of metal. You cut  
food like bread and fruit with them.

vegetables

4 These usually have shelves inside and  
doors on the front. They are often made  
of wood.

a kite

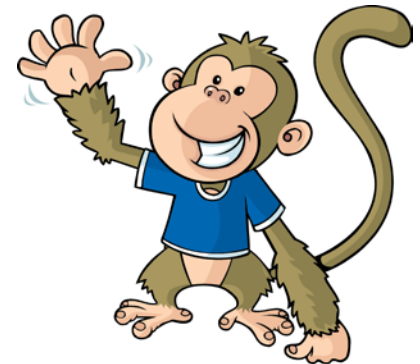






<http://dictionary.cambridge.org/dictionary/essential-british-english/>

A bag that you carry on your back, with two straps that go over your shoulders =



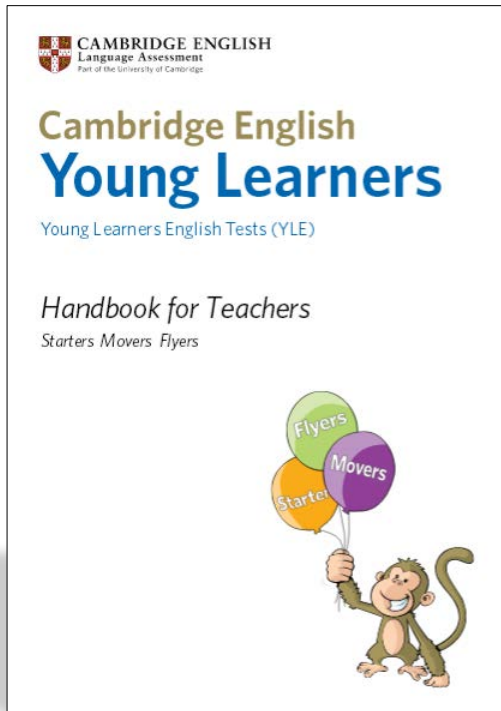


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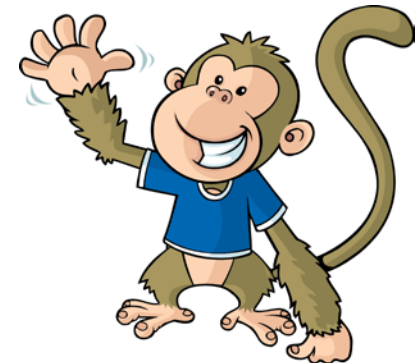
Cambridge Young Learners English (YLE)

## Jumbled letters



address  
balcony  
basement  
blanket  
CD player  
downstairs  
dream  
DVD player  
elevator (UK lift)  
fan  
floor (e.g. ground,  
1st, etc.)  
internet

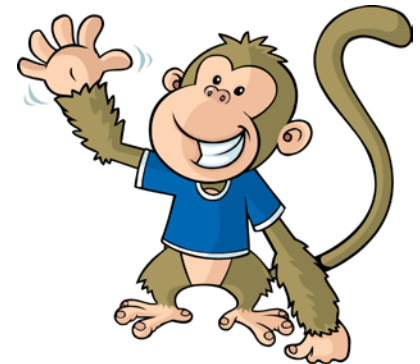
upstairs  
wash



# The home

(Cambridge English: Movers combined thematic word list)

- 1) olrof
- 2) asrtsi
- 3) coblayn
- 4) mseabetn

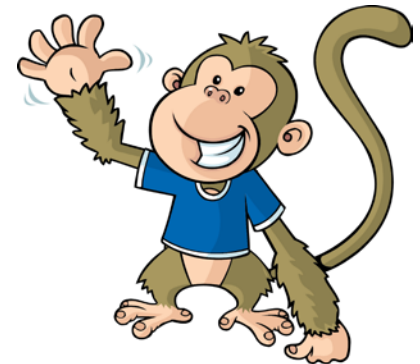




# The home

(Cambridge English: Movers combined thematic word list)

- 1) floor
- 2) stairs
- 3) balcony
- 4) basement





# Cambridge English: Movers Reading & Writing: Part 2

Look and read. Write **yes** or **no**.



## Examples

There are five white towels in the bathroom.

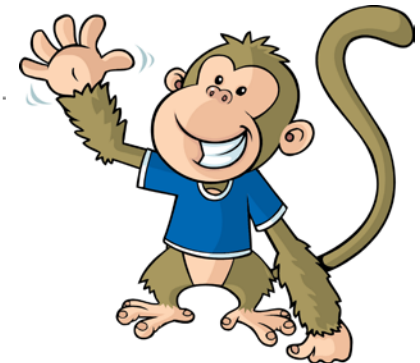
yes

The two smallest bears are washing their faces.

no

## Questions

- 1 A big brown bear is having a shower. ....
- 2 There are some glasses below the mirror. ....
- 3 The yellow bear is fatter than the blue bear. ....
- 4 There are four toys in the bath. ....
- 5 There are lots of boxes in the cupboard. ....
- 6 The floor is wet and there is a toothbrush on it. ....



# Cambridge English: Flyers Reading & Writing: Part 2

Look and read. Write **yes** or **no**.



### Examples

There are two big black suitcases and one small red one.

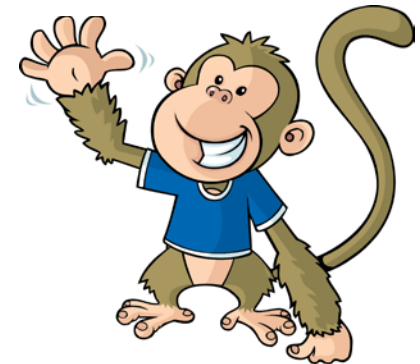
yes

The dog is next to the woman who is listening to music.

no  
\*\*\*\*\*

## Questions

- 1 The time on the round clock is quarter past nine. ....
- 2 The woman who is talking on the telephone is also holding a newspaper. ....
- 3 The woman with a baby has got a fan in her hand. ....
- 4 A boy is putting an empty bottle into the bin. ....
- 5 One of the men in the café is wearing black shorts. ....
- 6 The door which is nearer to the plant is closed. ....
- 7 The man in the uniform has got a green flag in his hand. ....

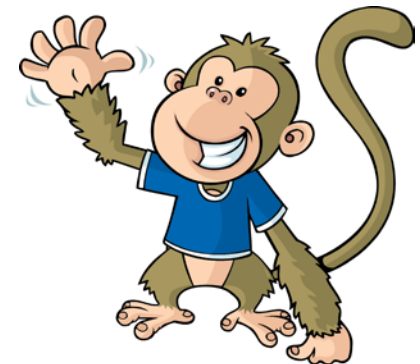




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# Cambridge English Young Learners

Cambridge Young Learners English (YLE)







# Cambridge English Young Learners

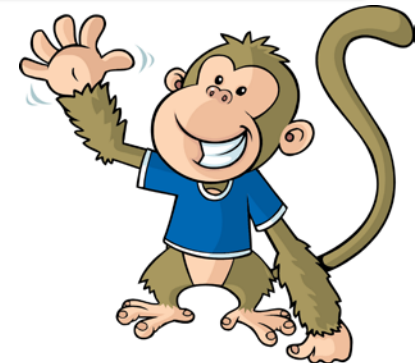
Cambridge Young Learners English (YLE)



The door to the snake house is closed/open

There are  
two/three/four  
snakes

The tiger is  
sleeping/waking  
up/eating





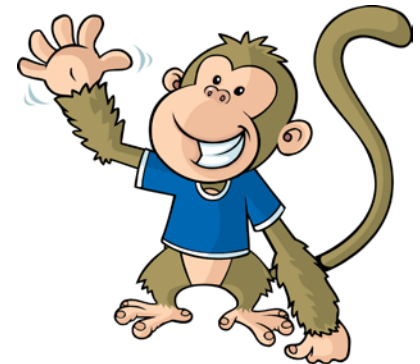
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# Cambridge English: Movers and Cambridge English: Flyers Writing

## My last holiday





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# Cambridge English: Movers and Cambridge English: Flyers Writing

My last holiday

I went to the sea ...





# My last holiday ...

- I went to the sea.
- Maria went to the sea. I flew in a plane.
- Maria went to the sea. Juan flew in a plane.  
I swam in the sea.
- Maria went to the sea. Juan flew in a plane.  
Carlos swam in the sea. I watched a film.
- .....

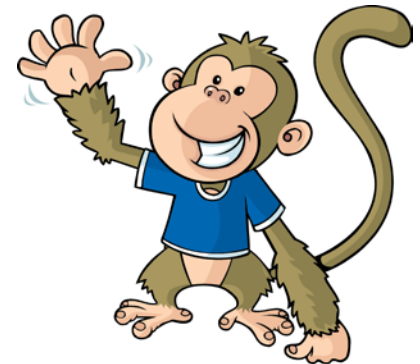






# My last holiday ...

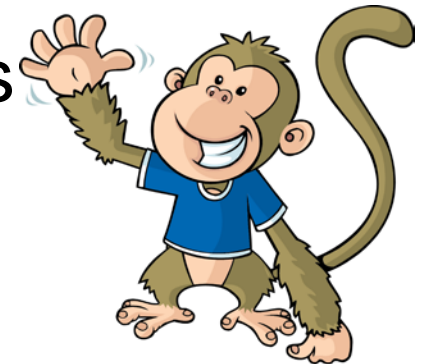
- Maria went to the sea.
- Juan flew in a plane.
- Carlos swam in the sea.
- Teresa watched a film.
- Maria ate in a restaurant.
- Juan played football.
- Carlos went to a museum.
- Teresa took photos.





# Variety and fun

- Giving a story a title
- Choosing the best title for a story
- True or false/yes or no tasks
- Memory games
- Guessing games
- Making a poster
- Writing one-word answers to questions
- Putting things in order or categories



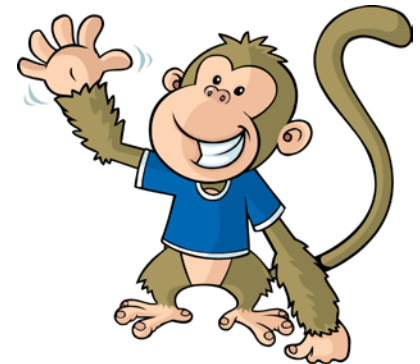


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# Teaching tips





# Teaching tips

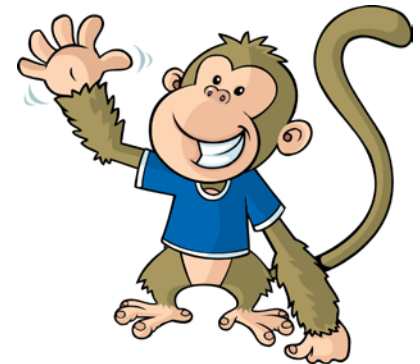
- Set regular, achievable goals for the week or month





# Teaching tips

- Set regular, achievable goals for the week or month
- Plan when you will give homework





# Teaching tips

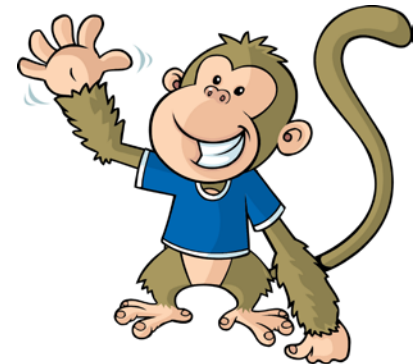
- Set regular, achievable goals for the week or month
- Plan when you will give homework
- Show learners how to get organised by keeping notes/using colours/diagrams/vocabulary notebook





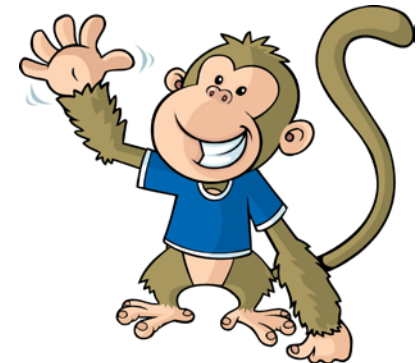
# Teaching tips

- Set regular, achievable goals for the week or month
- Plan when you will give homework
- Show learners how to get organised by keeping notes/using colours/diagrams/vocabulary notebook
- Review learning – set regular fun reviews that promote revision



# Teaching tips

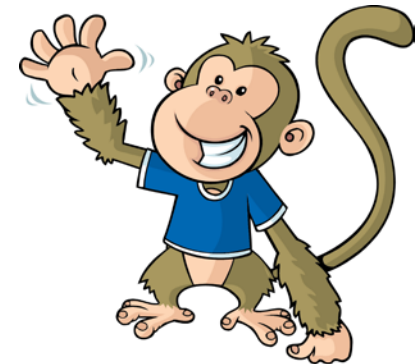
- Set regular, achievable goals for the week or month
- Plan when you will give homework
- Show learners how to get organised by keeping notes/using colours/diagrams/vocabulary notebook
- Review learning – set regular fun reviews that promote revision
- Encourage self-correction





# How much do your learners' parents get involved in their English learning?

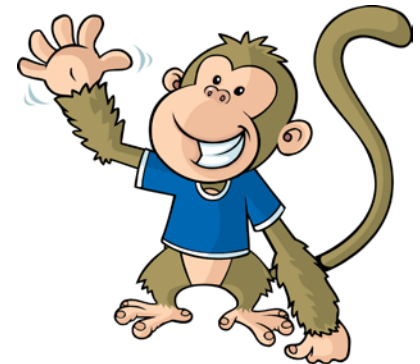
- A. Most of my learners' parents are involved.
- B. Some of my learners' parents are involved.
- C. Very few of my learners' parents are involved.
- D. None of my learners' parents are involved





# Ideas for involving parents at home

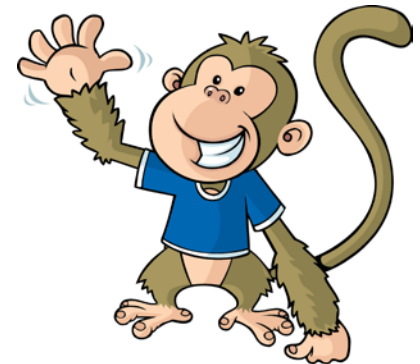
- Vocabulary review list





# Ideas for involving parents at home

- Vocabulary review list
- Worksheet – find 10 things at home that are ...





# Ideas for involving parents at home

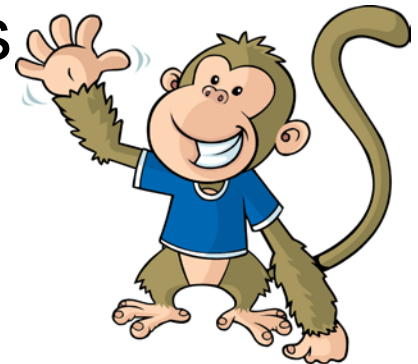
- Vocabulary review list
- Worksheet – find 10 things at home that are ...
- Worksheet – write 10 things there are in the ...  
at home





# Ideas for involving parents at home

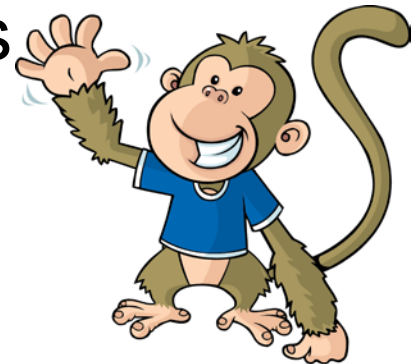
- Vocabulary review list
- Worksheet – find 10 things at home that are ...
- Worksheet – write 10 things there are in the ...  
at home
- Worksheet – list of five foods/sports/etc.;  
members of the family rank them in order  
according to criteria: e.g. how delicious  
they are/how much they like them





# Ideas for involving parents at home

- Vocabulary review list
- Worksheet – find 10 things at home that are ...
- Worksheet – write 10 things there are in the ... at home
- Worksheet – list of five foods/sports/etc.; members of the family rank them in order according to criteria: e.g. how delicious they are/how much they like them
- Keeping a progress chart



# Webinar summary – we've looked at:

- Motivation and exam preparation
- Practical ideas for preparing pupils for *Cambridge English: Young Learners* tests
- Ways of involving parents in exam preparation
- Where to find resources to support your teaching for Cambridge English exams





# Questions & Answers

With

Jason Street, Assessment Manager  
Cambridge English

Dr. Miranda Hamilton  
Cambridge English Consultant



# Further information

**Tasks for Teenagers**  
**22 & 24 September 2014**

**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](mailto:helpdesk@cambridgeenglish.org)**

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