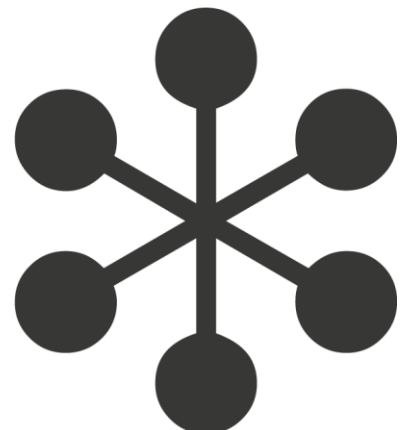
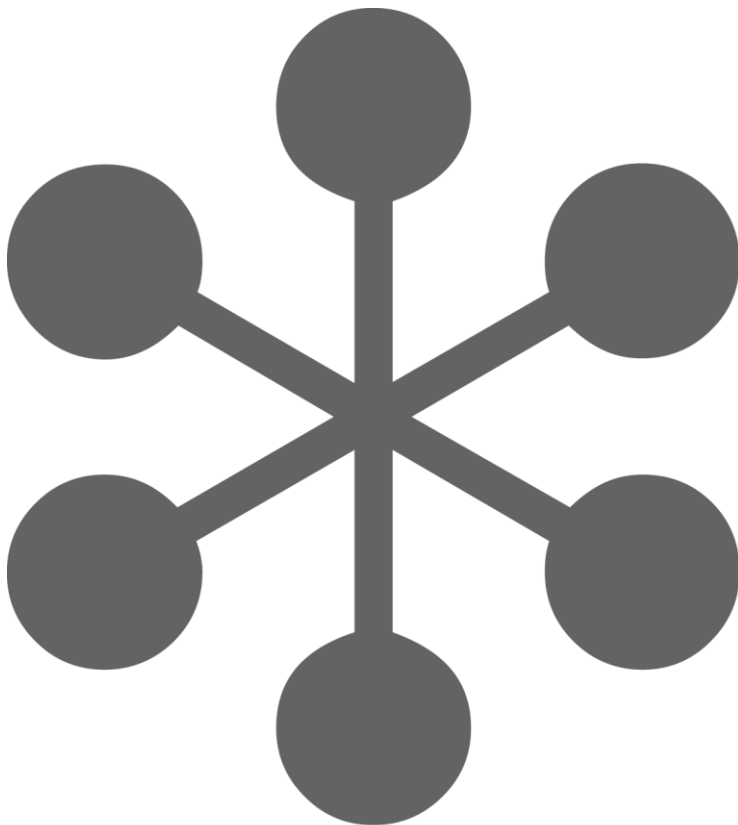




**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

# Cambridge English

**Supporting mixed ability  
learners at Cambridge  
English: Key for Schools  
and Preliminary for  
Schools levels –  
speaking/listening skills**





*Participant task 1: How to identify different levels*

How do we identify the level of different learners?

Read these descriptions below of learners who are in the same class. Put them into the following groups:

Group 1 = weaker learners who need easier tasks

Group 2 = stronger learners who need more difficult tasks

Group 3 = most of the learners, who can do unchanged tasks.

Learner	Description	Group
<b>Ana</b>	She doesn't hear much English outside of class so she finds understanding listening texts difficult. She is a quiet girl and is not confident when speaking. This may be because she has a limited vocabulary.	
<b>Carla</b>	She is quiet, but tries hard. She spends a lot of time on her homework and is generally well prepared for class as she studies the lesson in the coursebook the night before, so she understands what to do in the lesson and contributes well to group discussions.	
<b>Lara</b>	She is a confident speaker and is always the first to put her hand up to answer teacher questions. She likes listening to English songs and watching films in English so she understands a lot when listening.	

<b>Maria</b>	Her vocabulary is good and she understands the general meaning of listening texts though she doesn't always answer detailed questions correctly. Her speaking is confident but she makes a lot of mistakes.	
<b>Peter</b>	He can do very well when he tries. He finds English easy as his mother speaks English and helps him at home. His pronunciation is good and he knows a lot of words that other learners don't know. He never seems to need to listen to a text twice and in class he often causes problems by joking with his friends.	
<b>Jan</b>	It seems that in his previous school he only had one English lesson each week and the focus in these classes was grammar. He struggles with all four skills, especially listening and speaking. He is quite shy, but likes working with the other learners.	

# Speaking activities

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## *Classroom activity 1*

**Aim** To give students practice in discussing topics in small groups

**Timing** 15 minutes

**Materials** **worksheet A** (cut into separate cards)

### **Procedure**

1. Prepare a set of cards like the ones on **worksheet A**.
2. Divide students into small groups. Give each group a set of cards. Ask them to place them face-down in the middle of the table.
3. Demonstrate the activity: one student must pick up the top card and read it out. They must say if they agree or disagree with the statement and give a reason. The other students must also give their opinions.
4. The activity then continues with another student picking up the next card and saying what he/she thinks, etc.

### **Variation**

If this is the first time you have worked on the exchange of opinion and on expressing agreement and disagreement, you may want to teach/revise useful language for this.

### **Useful language**

#### **Expressing opinions**

I think ...

In my opinion ...

#### **Agreeing**

Yes, you're right.

I agree with you.

#### **Disagreeing**

I don't agree with you.

That's not what I think.

I see what you mean, but ...

Worksheet A

<b>Saturday is the best day of the week.</b>	<b>English is the most difficult language to learn.</b>
<b>Football is the most popular sport in my country.</b>	<b>Cats are better pets than dogs.</b>
<b>Emails are the best way of communicating.</b>	<b>It's a bad idea to listen to music while you study.</b>
<b>Healthy food tastes bad.</b>	<b>Shops should open 24 hours a day.</b>
<b>The cinema is the best place to watch a film.</b>	<b>Reading books is boring.</b>
.....	.....

### *Classroom activity 2a and b*

**Aim** To give students practice in talking about themselves.

**Timing** 20 minutes

**Materials** **worksheet B**

### *Classroom activity 2a*

#### **Procedure**

1. Give out a copy of **worksheet B** to each student. Ask them to choose a hobby and complete the sentences in Activity 1.
2. Ask students to move around the class and tell each other about their hobbies. (Stronger students can do this without the help of their sentences; weaker learners can show the other students what they wrote and talk about the hobbies.)
3. Then ask the students if they found anyone with the same hobby, an unusual hobby, etc.

### *Classroom activity 2b*

1. Refer to Activity 2 on the **worksheet**. Ask students to write the questions and then ask them. Set a time limit for preparing the questions. Stronger students may write five questions, weaker students only two or three.
2. Alternatively, give some suggestions for questions for weaker students to choose from, e.g. What do you eat? What time do you do your homework? Do you see your friends?

## Worksheet B

### Activity 1

Think of a hobby you have. Write it in this box:

Complete these sentences about your hobby:

I started ..... ago.

The last time I ..... was .....

I ..... once/twice/three times.

I like doing this hobby because .....

I'd like to .....

### Activity 2

What time do you finish school?

Write the time in the box.

Write questions you can ask someone about what they do after school:

1.

2.

3.

4.

5.

Ask another student your questions.

*Participant task 2: How to adapt materials*

Look at this extract from a listening activity and the audioscript below. How would you adapt questions **18–19** to a two-option alternative?

You will hear some information about a film-making competition. For each question, fill in the missing information in the numbered space.

**Prizes:**

First prize: visit to a film school

Other prizes: books and modern (18) .....

Where the best films will be shown (19) .....

**Audioscript**

There are some fantastic prizes. Our first prizewinner will visit London International Academy, one of the top film schools. We have other prizes to give away – there are 100 books and also some of the latest cameras to win.

You can send your films to us by post or bring them to our offices in the Market Square. The judges' decision is final. You'll have the chance to see the best films when they are shown at the cinema.



# Listening activities

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## *Classroom activity 3*

<b>Aim</b>	To practise matching paraphrases
<b>Timing</b>	20 minutes
<b>Materials</b>	<b>worksheet A</b>
<b>Rationale</b>	Students need plenty of practice in identifying different ways of expressing the same idea.

### **Procedure**

1. Give out a copy of **worksheet A** to each student.
2. Ask students to match the summary sentence (1–8) with what Ella and her father actually say (A–H).
3. Check answers (see key to step 3, below).
4. Ask stronger students to look again at sentences A–H. Can they think of other ways of saying these things? See suggested key to step 4, below.

### **Key (step 3)**

- |      |      |
|------|------|
| 1) C | 5) E |
| 2) B | 6) D |
| 3) A | 7) H |
| 4) F | 8) G |

### **Suggested key (step 4)**

#### **Making suggestions**

- Why don't we and your brother go/go with Alex/camping/to the beach?
- What do you think about coming to the beach/camping with your brother and me?
- Do you fancy ...?
- What about .../How about ...?

#### **Rejecting suggestions**

- No thanks!
- I'd rather not.
- Sorry, I'm busy.

#### **Accepting**

- Great!
- That's a great/fantastic idea!
- I'd love to!
- Yes please!

## Worksheet A

Match the things Ella and her father say (A–H) to the sentences (1–8).

1)	Ella's father thinks it would be good to go camping.	A	Ella: The sea will be freezing. No way!
2)	Ella's father would like to go to the beach with his son and daughter.	B	Ella's father: How about you, your brother Alex and me going off to the beach for a couple of days.
3)	Ella does not want to go to the beach.	C	Ella's father: Maybe we could all go camping for a few nights.
4)	Ella's father thinks she should invite her friends to visit.	D	Ella: Let's go out for a meal.
5)	Ella's father understands how his daughter feels.	E	Ella's father: Oh, I see.
6)	Ella thinks they should go and have dinner in a restaurant.	F	Ella's father: Why don't you ask your friends to come and stay?
7)	Ella and her father disagree about what she should do during the holidays.	G	Ella: I've been so busy at school recently, what with my exams and everything. Ella's father: Yes, you have.
8)	Ella and her father both think she has worked hard at school.	H	Ella's father: But surely you want to do something in the holidays. Ella: No way! I just want to relax in my warm, cosy bedroom thanks!

### *Participant task 3: How to make changes for differentiation*

There are different kinds of strategies that we can use for weaker learners and for stronger learners. Read through the changes and decide which strategies you'd use for the stronger group and which for the weaker.

#### **Possible strategies for dealing with activities**

##### **List 1**

- Add more questions/activities.
- Replace the task with a different, more difficult task on the same topic.
- Give these learners less time to complete the task.
- Encourage these learners to help others in the class.
- Give these learners a choice of self-study activities to do when they have completed the task.

##### **List 2**

- Reduce the number of questions/activities.
- Replace the task with a different, easier task on the same topic.
- Give these learners more time to complete the task.
- Pair them with a student who can help them.
- Allow them different ways of showing what they learned, using visuals, graphic organisers, posters, etc.

## Notes

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