Week 3

Training Subject Teachers in CLIL

Day 1 Session 1

TEACHER KNOWLEDGE, SKILLS AND DISPOSITIONS

Day 1 Session 1

TEACHER KNOWLEDGE, SKILLS AND DISPOSITIONS

Look at the next slide describing different contexts for CLIL……

- Which one is closest to the situation envisaged for Kazakhstan in the new curriculum ?

TYPES OF CLIL

Some schools teach topics from the curriculum as part of a language course. This is called **soft CLIL.**

Other schools teach partial immersion programmes where almost half the curriculum is taught in the target language. This is called **hard CLIL.**

Modular CLIL programme is where a subject is taught for a certain number of hours in the target language.

Type of CLIL	Language / Subject Balance	Time	Context
Soft CLIL	Language-led	45 minutes once a week	Some curricular topics are taught during a language course
Modular CLIL	Subject-led	15 hours during a term (1-hour a week)	Schools or teachers choose parts of the subject syllabus which they teach in the target language.
Hard CLIL	Subject-led (partial immersion)	About 50% of the curriculum	About half of the curriculum is taught in the TL. The content can reflect what is taught in the L1 curriculum or can be new content.

Teacher knowledge and understanding

- teacher language proficiency
- pedagogical content knowledge
- pedagogical knowledge
- curricular knowledge
- understanding of effective use of technologies
- awareness of group processes and dynamics
- grasp of effective evaluation processes and methods.

Rank these in order of significance for producing effective CLIL subject teachers in Kazakhstan?

Teacher skills

- *general classroom skills*
- *CLIL language classroom skills in addition to skills as a subject teacher*
  - managing learner skills development
  - use of classroom language e.g. modelling
  - language awareness/ identifying learner needs
  - managing learner assimilation of L2 /scaffolding
- *wider professional skills*
  - IT skills / use of multimedia

Teacher dispositions

- attitude to being co-opted into CLIL situation
- perception of teaching transferable skills through content
- appreciation of the diversity and multi-culturality of learners
- commitment to promote the learning of all learners.

The structure of the training programme

Step 1:

raise teacher language competence to B1

Step 2:

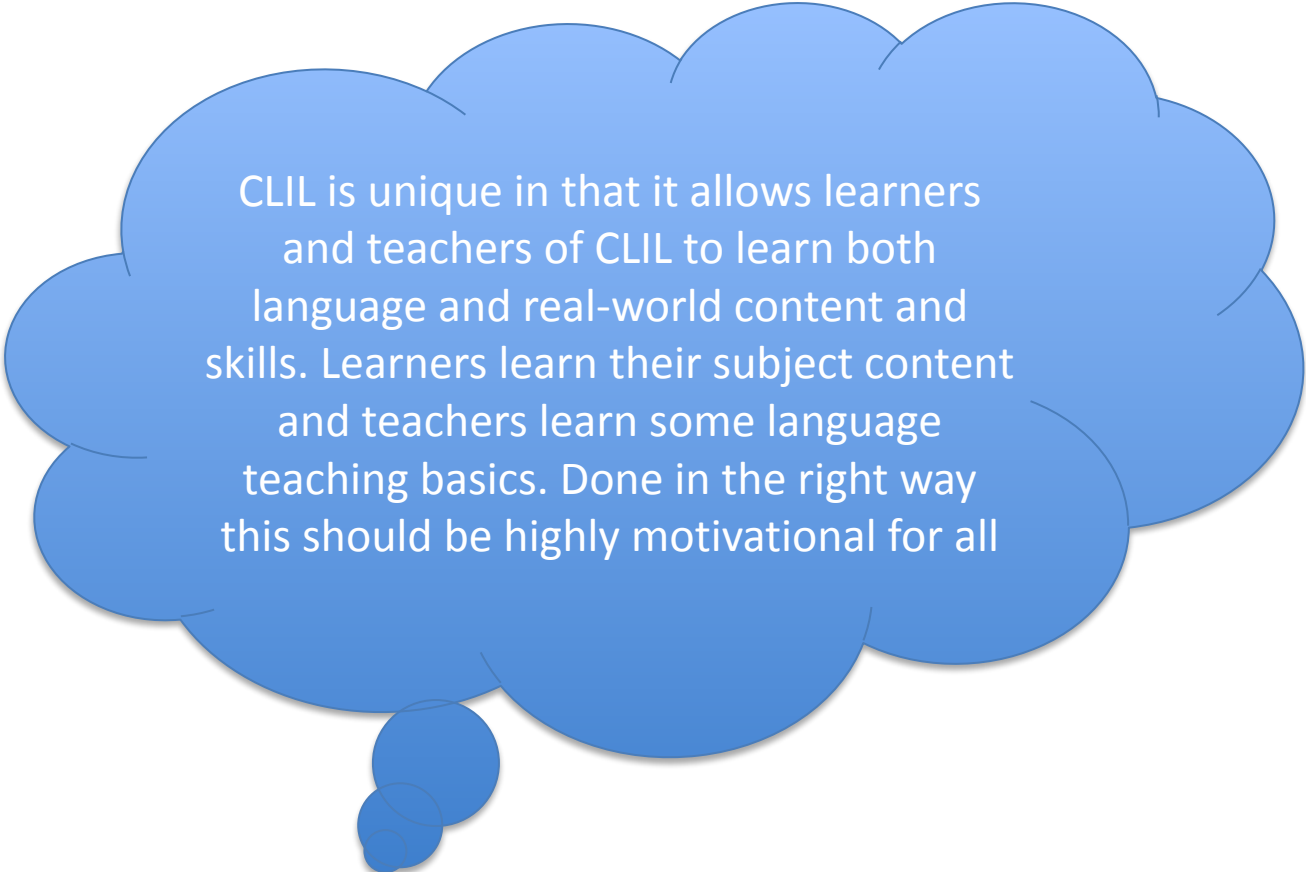begin to explore classroom language for delivering subject content

Step 3:

develop skills in language teaching and CLIL teaching basics

Handout 1

Watch this video clip……

- What does it suggest about CLIL and the learning pyramid?

CLIL Quotation

CLIL is unique in that it allows learners and teachers of CLIL to learn both language and real-world content and skills. Learners learn their subject content and teachers learn some language teaching basics. Done in the right way this should be highly motivational for all
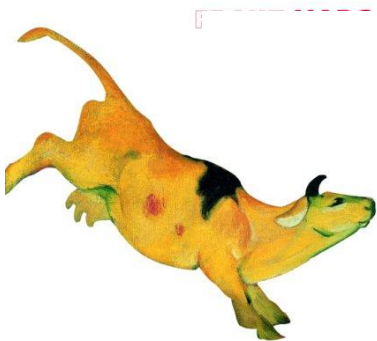
CORE PRINCIPLES OF CLIL
RAISING AWARENESS OF LANGUAGE ACROSS THE CURRICULUM

A paradox

In subject matter learning we overlook the role of language as a medium of learning, and in language learning we overlook the fact that content is being communicated.
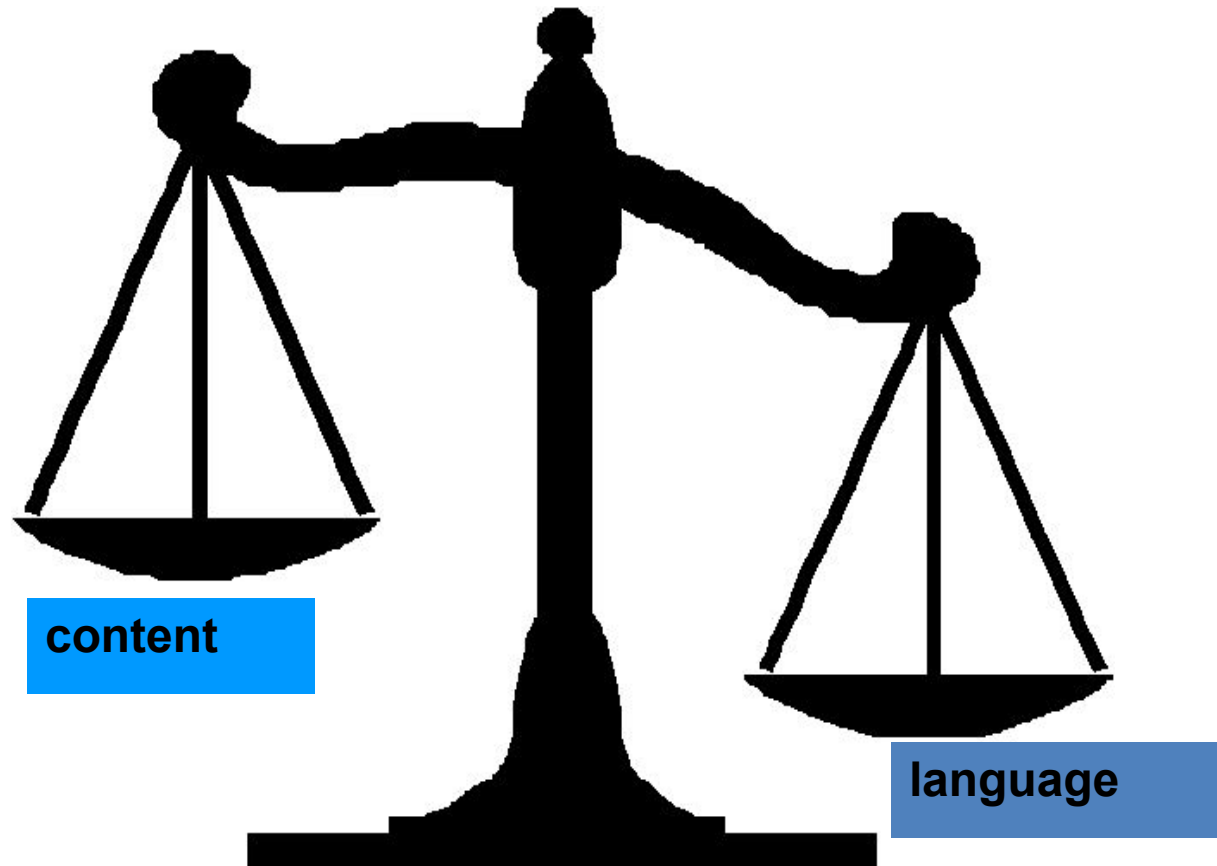
Mohan, 1986

What is CLIL?

Content and Language Integrated Learning ……….

is not a panacea but an alternative means to providing opportunities for students to use language to learn rather than learning to use languages which is the core task of language lessons.

Using language to learn as well as learning to use language

A model for integration in CLIL

content

language

A 4Cs Approach to Integrated Curriculum Planning
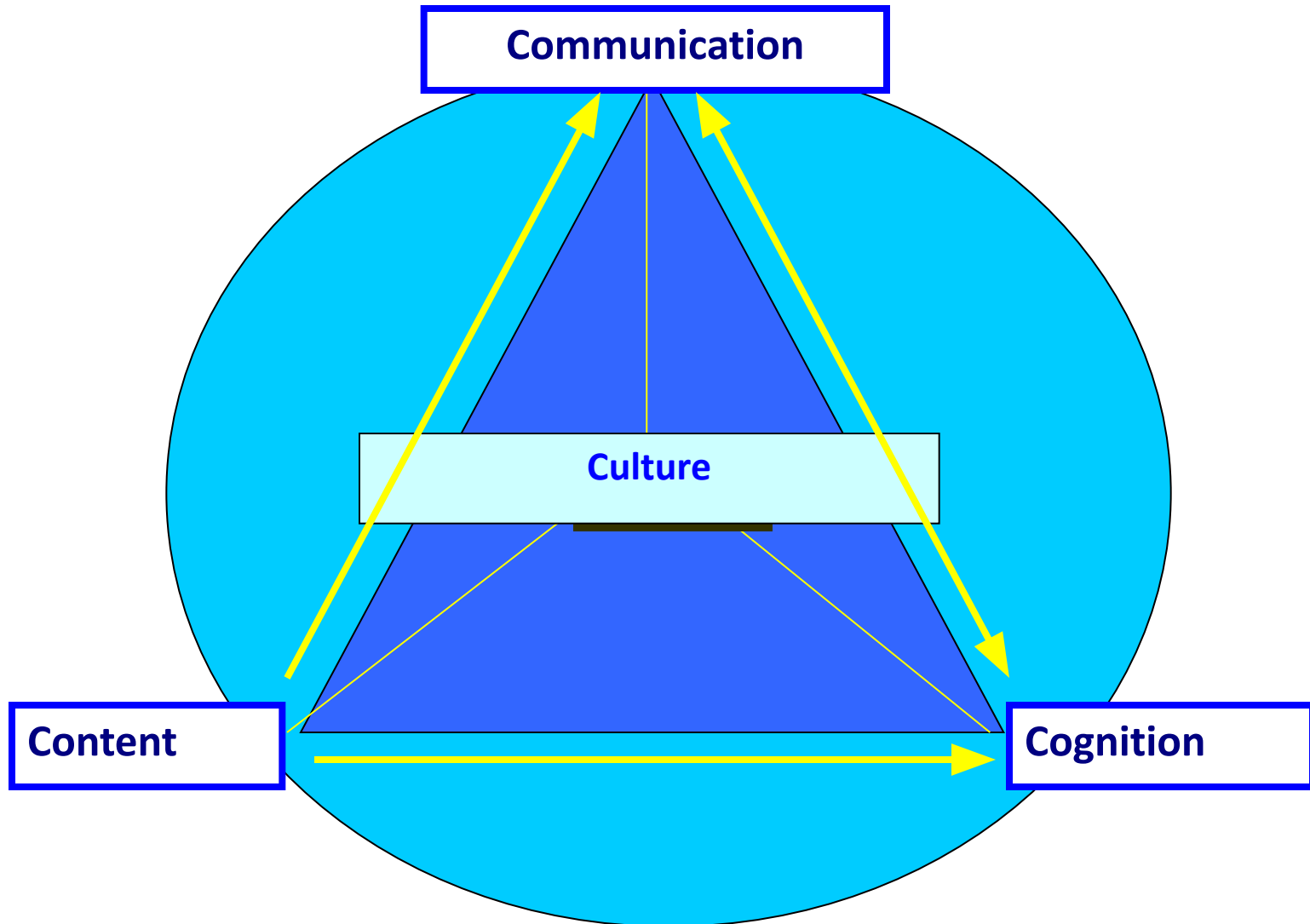
Teaching and Learning through a foreign language

CLIL-Classroom principles

- Language is used to learn as well as to **communicate**
- It is **the subject matter** which determines the language needed to learn
- Subject is taught in simple easily comprehensible ways, using diagrams, illustrations, graphs, highlighted terms
- Language – subject based vocabulary, texts and discussions. If needed, **L1 can be used**

A successful CLIL lesson should combine elements of the following (the 4Cs):

- **Content** - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum. (It should **not** repeat the content learnt in other lessons!)
- **Communication** – Using language to learn and learning to use language. Language does not follow the grammatical progression found in language-learning settings
- **Cognition**-Developing thinking skills which link concept formation (abstract and concrete), understanding and language
- **Culture**- understanding of otherness and self, deepened feelings of **community** and global **citizenship**

(David Marsh)

Three interrelated types of language

- **L *of* learning** – content obligatory language related to the subject theme or topic
- **L *for* learning** – language needed to operate in foreign language environment (for pair/ group work, asking questions, debating, etc.)
- **L *through* learning**- new language that cannot be planned. This emerging language needs to be captured, recycled and developed so that it becomes a part of a learner's repertoire

Lexical rather than grammatical approach

- Language that has real purpose and is dictated by the context of the subject
- Attention to **collocations**, **semi-fixed expressions**, **set phrases** and **subject specific** and **academic** vocabulary
- Cunks of language that can be picked up and used immediately
- There is no grading for language!
- Learners are not afraid to make mistakes
- Learner styles are taken into account

To succeed in TKT CLIL trainees will have to have some of this methodological understanding

1 CLIL is

A about learning a new language quickly

B a method for thinking in English

C an approach with many different methodologies

2 One of CLIL's aims is to

A improve the L1

B increase learner confidence in using grammar

C provide cognitive development for learners

3 In the CLIL classroom, BICS helps learners

A use ICT across the curriculum

B develop basic conversational language

C improve their thinking skills

An interactive text

Jeans are **trousers** traditionally made from **denim**, but may also be made from a variety of fabrics including cotton and corduroy. Originally work **clothes**, they became popular among **teenagers** starting in the **1950s**. Historic brands include **Levi's** and **Wrangler**. Today Jeans are a very popular form of casual dress around the world and come in many styles and colors. The earliest known pre-cursor for jeans is the Indian export of a thick cotton cloth, in the 16th century, known as *dungaree*. Dyed in **indigo**, it was sold near the Dongarii Fort near **Mumbai**. Jeans were first created in **Genoa**. The first denim came from **Nîmes**, France.

Organisation of knowledge
an 'ideational framework'

Jeans

```
                        ┌─────────┐
                        │ History │
                        └─────────┘
        ┌─────────┬─────────┼─────────────┬──────────┐
   ┌────────┐ ┌────────┐ ┌────────┐  ┌───────────┐ ┌────────┐
   │ people │ │ brands │ │ places │  │ materials │ │ styles │
   └────────┘ └────────┘ └────────┘  └───────────┘ └────────┘
                   │                       │            │
             ┌──────────┐           ┌──────────┐  ┌──────────┐
             │ Levi's   │           │ denim    │  │ colours  │
             │ Wranglers│           │ cotton   │  │          │
             └──────────┘           │ corduroy │  └──────────┘
                                    └──────────┘
```
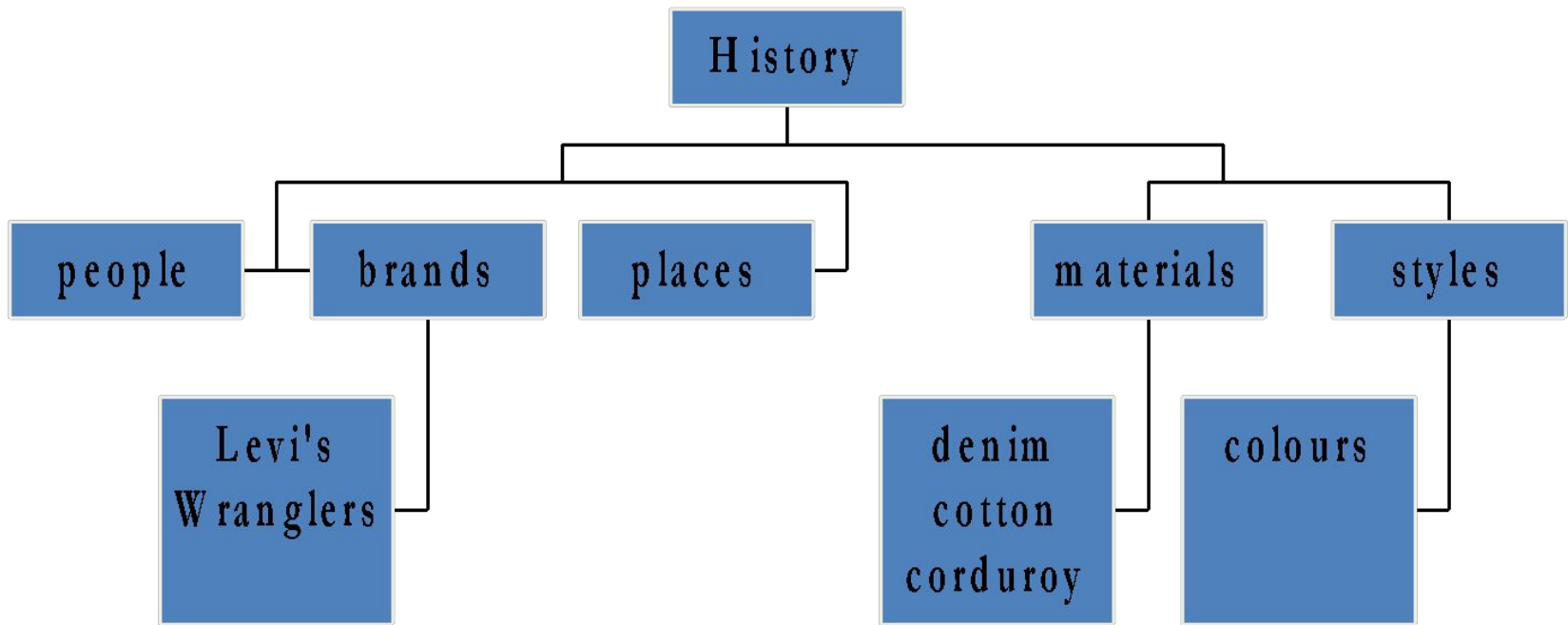
'Jean' language

- **made from/made of**
- **a variety of**
- **popular among**
- **form of**
- **earliest known**
- **pre-cursor for**
- **known as**
- **dyed in**
- **first created in/by/as**

- **denim**
- **cotton**
- **corduroy**
- **historic**
- **brand**
- **casual dress**
- **style**
- **dungarees**
- **indigo**

- passives for describing a manufacturing process
- reduced relative clauses

So vocabulary is key …. sample Maths lesson
What is the difference between these groups of words ?

- Five types of words
  - circle circumference
  - diameter

- Identify calculate
- explain your workings

- about
- across
- many

- line
- centre
- size

- sharp rise
- small increase

Five groups

- Group 1 : content-obligatory or subject-specific language e.g. *circumference*
- Group 2: content-compatible or general vocabulary used in Maths *e.g. circle*
- Group 3: academic task and text language *e.g. identify*
- *Group 4 : high and medium frequency words used across the curriculum e.g. about*
- *Group 5: collocations used in particular ways when we present curricular concepts e.g. sharp rise*

Can you find examples of each type of language in these CLIL materials ?

Handout

Functional language in instructions and tasks is also key

- Lets do two functional tasks that you might do with your trainees … one more introductory… the other asking them to reflect on their own subject situation.

For success in TKT trainees will need basic language awareness as in this task

- Examples of language

1 The new bridge won't be finished until next summer

2 The data will be clearer if you use a spreadsheet

3 There might be a weaker exchange rate in the future

4 The lab technician explained to the safety rules to the class

5 The habitat around the pond is slowly changing

6 To find the perimeter of the rectangle, add the length or the four sides, don't multiple them.

- Language Forms

A   reporting verb

B   modal verb of possibility

C   imperative

D modal verb of obligation

E present tense

F passive

G conditional

Day 2

SESSION 1
COMMUNICATION ACROSS THE CURRICULUM

Communication

Communication

Communication refers to students using the target language to communicate their thoughts, opinions, attitudes, and discoveries related to the lesson content. Both speaking and writing are emphasized as students "learn to use language and use language to learn". (Coyle)

- Students engage in meaningful interaction with each other. Group work is very common.
- The aim is for students to produce authentic language, not to memorize grammar rules and parrot the teacher.
- The teacher serves as guide/facilitator.

CLIL video viewing

- Teacher Language

- https://www.youtube.com/watch?v=ARuag4WzDDs

- Learner Language

- Clip
- 9.11 – 12.08

Group Dynamics

Pair work S↔S
Group work Ss↔Ss
Open class, teacher leading T→Ss
Individual help / feedback T→S
Whole-class feedback,
brainstorming
Ss→T
Individual work S S S

Handout

Who says what and why

Teacher

Learner

Both

Handout

TKT CLIL Communication Task

- **PURPOSE OF COMMUNICATION**

A to hypothesise

B to check information

C to define

D to describe location

E to contrast

F to give an example

G to evaluate work

- **LEARNERS' LANGUAGE**

1 You can see the function keys at the top of the keyboard

2 There are some things an employer can't do, such as employ children of our age.

3   I don't think we've used the right equation.

4   The sculptures are realistic, but the paintings are abstract

5   I know! A pentagon is a 2-D shape which has five sides.

6   The chemicals would not have reacted because there was no catalyst.

Day 2

SESSION 2

In the literature about curriculum and our methodological response, there's a profusion of new literacies under discussion
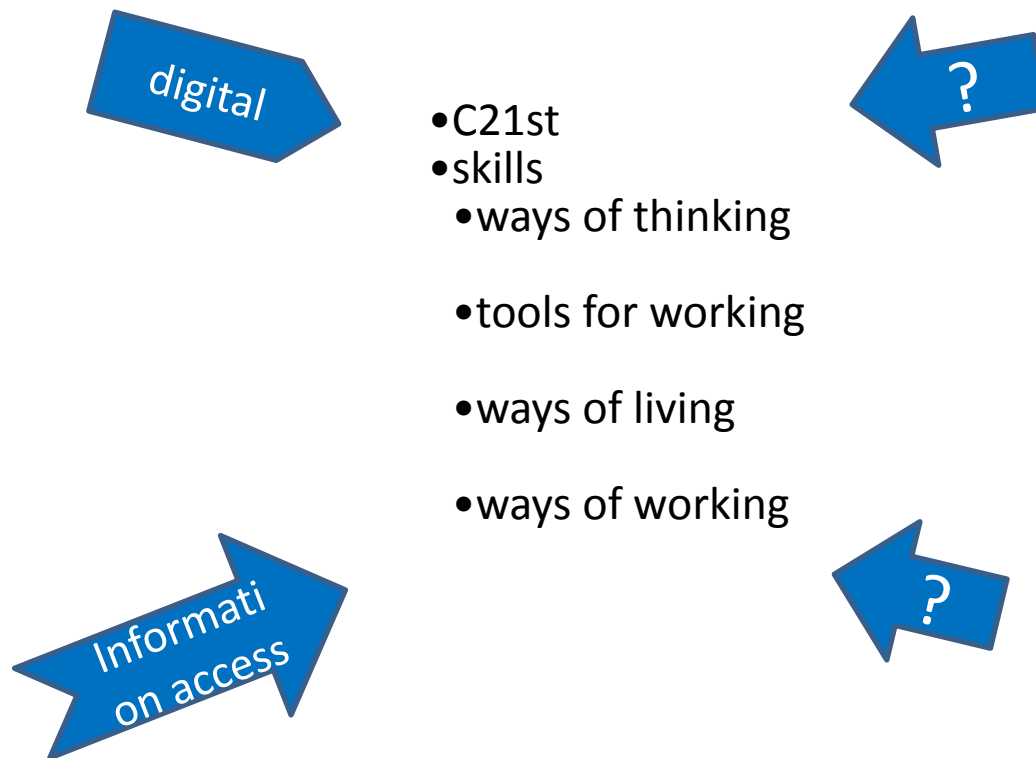
the ability to
mine new information and interact
constructively with it

constellation of behavioural dispositions and self-perceptions concerning one's ability to recognise, process, and utilise emotion-laden information

- New literacies
  - Information
  - Literacy
  - Media Literacy
  - ICT/digital Literacy
  - Visual Literacy
  - News Literacy
  - Emotional Literacy/
  - Intelligence

the ability to interpret, negotiate, and
make **meaning** f rom information presented in the
form of an image

Broad *C21ˢᵗ skills* definition

digital

?

- C21st
- skills
  - ways of thinking

  - tools for working

  - ways of living

  - ways of working

Information access

?

- Critical and creative thinking
  - Factual knowledge
  - Conceptual knowledge
  - Procedural knowledge
  - Meta-cognitive knowledge

- Information Technology
  - IT and ICT skills
  - Digital Literacy

- Interpersonal and Social Awareness
  - Organisation skills
  - Communication and collaboration skills
  - Citizenship

Possible Critical and Creative Thinking Skills Matrix

	analysing	reasoning	problem - solving	evaluating	possibility thinking	creative thinking
Factual						
Conceptual						
Procedural						
Metacognitive						

	analysing	reasoning	problem - solving	evaluating	possibility thinking	creative thinking
IT and ICT skills						
Digital Literacy						

	analysing	reasoning	problem - solving	evaluating	possibility thinking	creative thinking
Organisation skills						
Communication and collaboration skills						
Citizenship						

Handout

21ˢᵗ Century Skills – Infusion across the curriculum

Multi-layered tasks which involve higher-order cognition processes in one or more elements of the task and are completed through task stages which involve high doses of

Communication

Organisational skills

Information Literacy

Collaboration

and thus allow for a clear focus on soft skills development

Skills Infusion Model

- Analytical or evaluative procedure
  - Hard
- Effective use of a programme or tool
  - Hard
- Sensitivity in treatment of media
  - Softer
- Teaming skills in collaborative tasks
  - Soft

Thinking Skills and Task Rubrics

- To ensure teachers are developing a range of thinking skills, they need to vary the tasks and rubrics they use

Learning Skills Across the Curriculum

- Lets do three tasks

  Reading Skills focus

  Sub-skills

  Learning skills across the curriculum

Handouts

TKT CLIL Cognition and Learning Task

Predicting

A What could happen if the amounts are wrong?

B Scan the article and find when the building will be completed

C With a partner, guess which equipment we will not need for the experiment

Reasoning

A Label the electrical components in the picture and then copy the circuit diagram

B Look at the animals and decide how you could group them in a Venn diagram

C Study the life cycle of a flowering plant and then decide how the seeds germinate

Sequencing

A Place these machines on a timeline to show when they were invented

B Agree which jobs in ancient Egypt are similar to jobs today

C Look at the events leading to the war and decide how one followed the other

Day 2

SESSION 3
TEACHER AND TRAINER QUESTIONING

Questions for teachers to think about.

- Why are *questions* crucial in all learning ? What specific extra purpose do they serve in CLIL classrooms?
- How can we categorise types of classroom question?
- What are crucial features in differentiating questions?
- How can Ts vary question interaction patterns?
- How and when do teachers correct answers?

Teachers typically ask between 300-400 questions per day

Questioning is crucial in:

- managing the class
- engaging students with content
- encouraging participation
- increasing understanding.
- promoting formative assessment.

The quantity of questions asked needs to be considered in relation to:

- general time constraints
- keeping teacher talking time to a minimum
- their effectiveness in maximising learner contributions.

EFL: Types of questions

display	referential
probing	convergent
concept	procedural
hypothetical	divergent

Put the question types on this line

Less <---> More

Explain to your partner when you ask each type of question in class.

Give an example for each one

Language teacher questions

convergent question

hypothetical question

probing question

procedural question

display question

divergent question

concept checking question

referential question

- to move lesson stages/activities along
- to elicit a range of learner language
- to check learners have understood
- to explore learner answers further
- to focus on language meaning and forms
- to promote learner speculation
- to elicit a simple correct answer
- to elicit something the teacher does not know answer to.

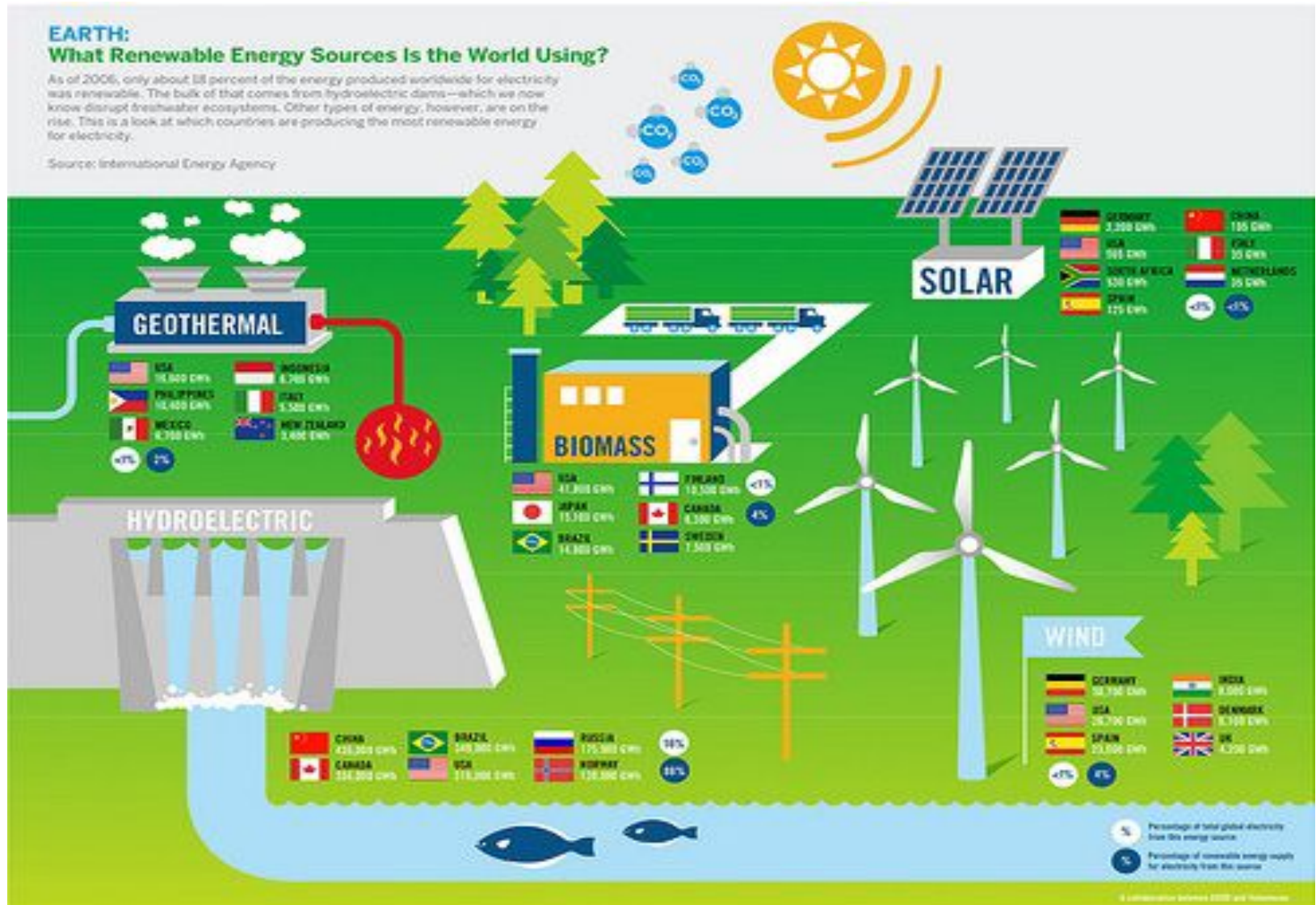# Let's what two CLIL video clips and note the type of questions used

- https://www.youtube.com/watch?v=dFuCrxRobh0#t=476.920447

- Clip 1

- 9.18 – 11.47

Note the type of questions used by this teacher

- Clip 2

11.47 to end

Answer why these teacher doesn't use many questions ?

What's the final thinking skill ?

Let's teacher practice questions around a CLIL piece of material

Trainer Questions

Do trainers ask different types of ?'s ?

- Yes or no ? If yes can you add to the list.

display	referential
probing	convergent
concept	procedural
hypothetical	divergent

Training room sub-skills

Trainer questioning

- planning the questions to be asked
- writing out the key questions
- wording questions appropriately
- asking concise and specific questions
- using participants' existing knowledge
- asking relevant questions
- asking questions in a logical order
- varying the manner of asking questions
- asking questions in a non-threatening manner
- allowing enough time for participants to think
- rephrasing questions for clarification
- following-up on participants ' answers
- acknowledging the participants and their answers

Prepare questions relating to these different CLIL slides we have seen

- Slide 1   Principles of CLIL

- Slide 2   CLIL Language

- Slide 3   CLIL

Day 3

RAISING AWARENESS OF CLASSROOM LANGUAGE

In CLIL classroom practice

The TEACHER is no longer

the DONOR of knowledge,

rather he/she is a FACILITATOR

Learners are empowered.

They are actively engaged.

They use

- PERCEPTION
- COMMUNICATION
- REASONING

as individuals and as a group of peers

Classroom language

- **Eliciting / reviewing information and previous knowledge**

- **Setting up an activity /Giving instructions for an activity**

- **Getting everyone's attention**

- **Simple commands**

- **Giving out / taking in work**

- **Checking understanding**

- **Encouraging students**

- **Setting homework / assignments**   Handout

- Take one and pass them on.
- Have a guess.
- Prepare the next two pages for Monday.
- So what's the difference then ?
- When you finish you can…
- Who can tell me …?
- Does anyone remember …?
- Turn to page …
- Can you 4 team up?

Classroom instruction sequencing

- Let's do a task

- Instructions

  Handout

Using lots of video input……

- …adds context to explanations and instructions

- …also provides CLIL teachers with input to recycle in questioning/modelling

https://www.youtube.com/watch?v=rRTkGFyixuA

https://www.youtube.com/watch?v=-8TmAOp38_k&list=PLZN-PUAgUMhUq-PrtLPosLR7N_KJc3aYZ&index=2

A CLIL Lesson – Teacher Language

Aim: to identify, locate and describe the functions of a range of plant and human organs

Identifying/naming

- This is a/the …
- That's the …
- This is called a/the …
- It comes from a …
- At the top of the … there is a (adj) part called the ….
- Together, the … and the … are called the ….

Describing appearance/structure

- It looks like …
- It's got/hasn't got …
- It has/doesn't have …
- All … have …, a …, and ….
- … and is shaped rather like a …. … and is divided into two parts.
- The top of the … is called the ….
- A long tube grows out of the …, this is the ..

Describing location

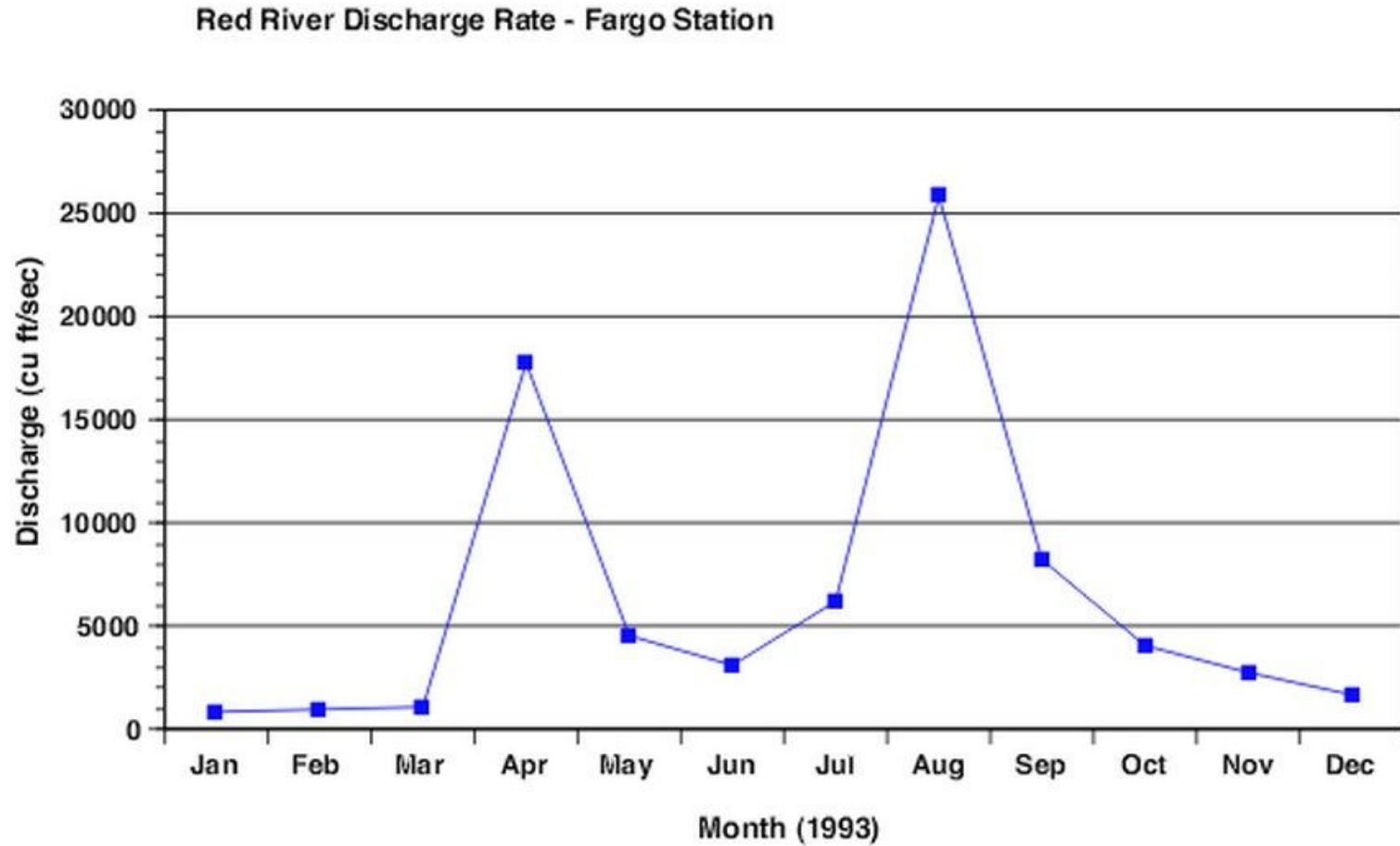- It is found in the … of the …
- The … are found at the base of the ….
- They are (adj.) and are attached to the ….
- The .. is attached to the bottom of the .. by a
- They are inside the ….

Describing function

- The … is the part which …
- The … is where … is carried out
- The … is used for …-ing
- The …'s job is to …
- It does … the …-ing
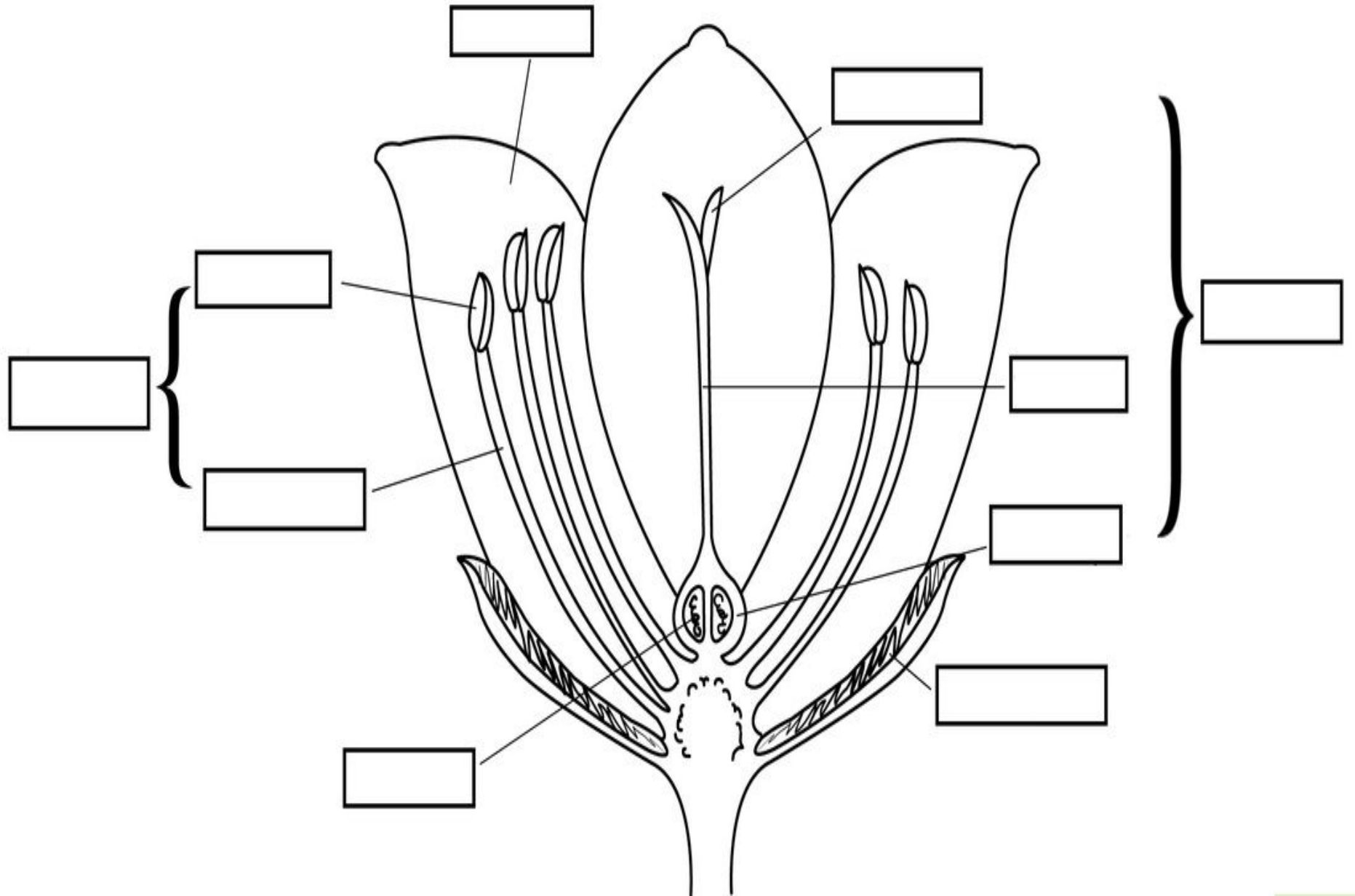
But remember… let the visuals do some of the work

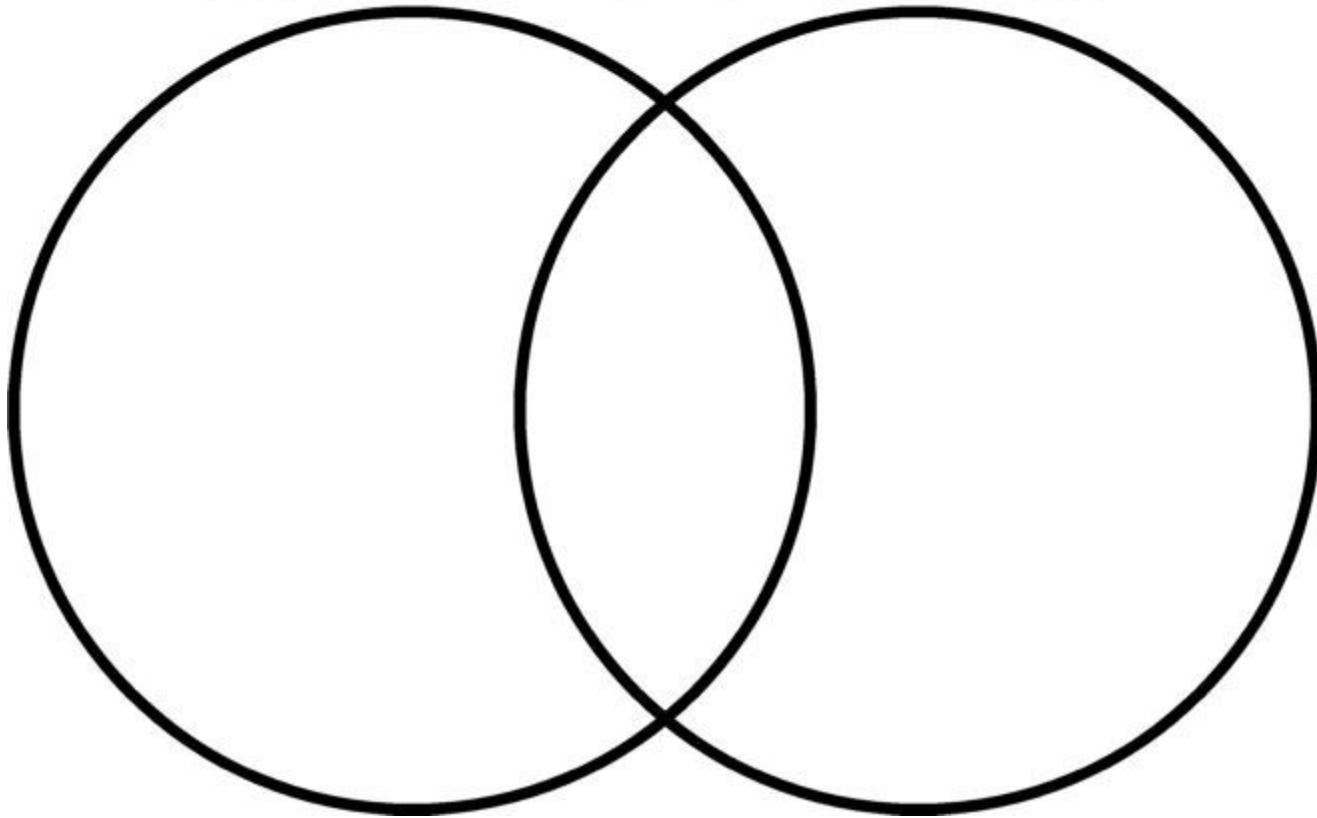Red River Discharge Rate - Fargo Station

VENN DIAGRAM

Different   *Same*   *Different*

Photosynthesis

Label each component of Photosynthesis by using the key on the right.

Key

Water

Light Energy

Carbon Dioxide

Oxygen
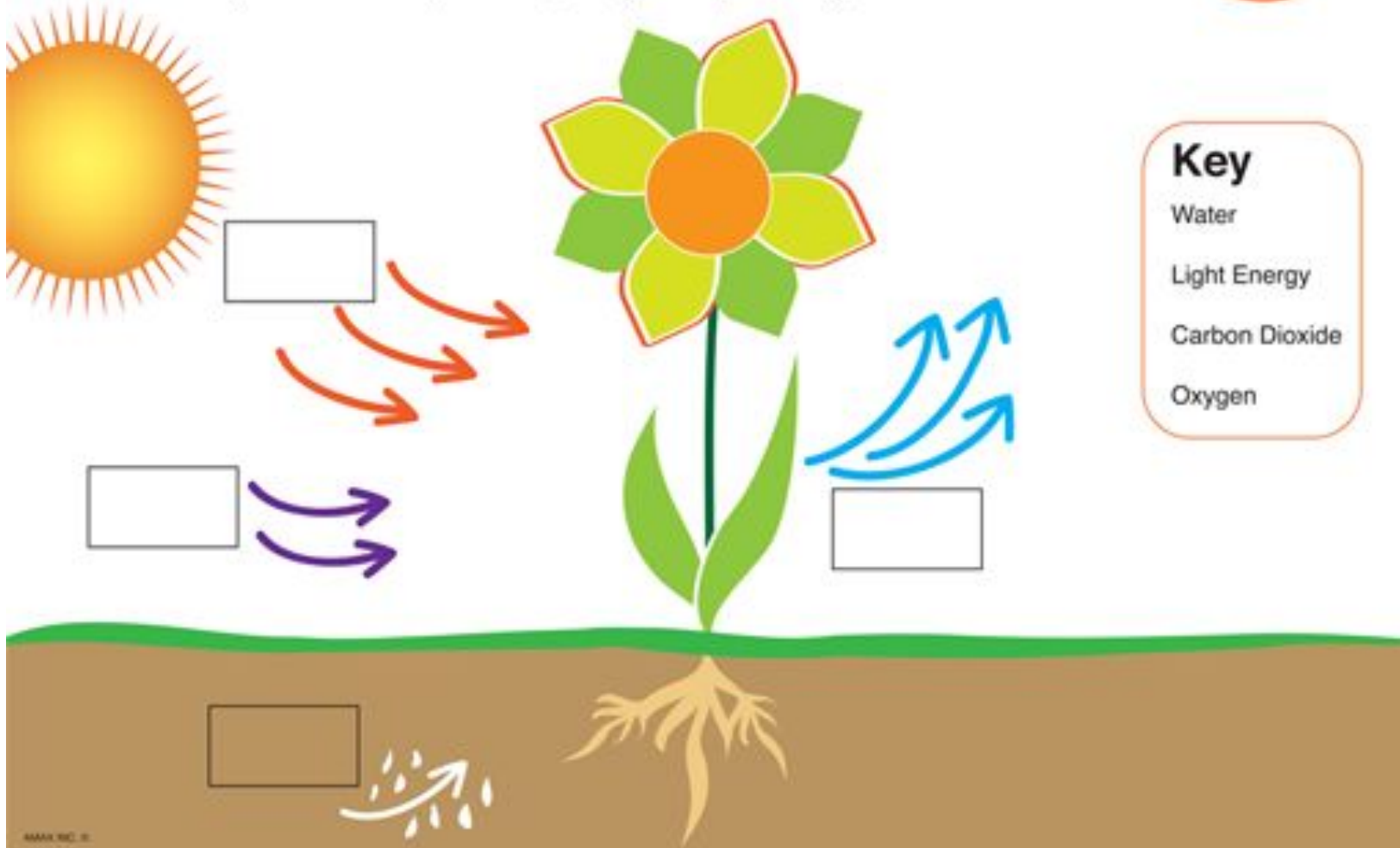
TKT CLIL Task

1 We can use a Venn diagram to

A brainstorm facts about ocean ecosystems

B write down our opinion about how to solve ocean pollution

C look at similarities and differences between the Atlantic and Pacific oceans

2 We can use a cause-effect visual organiser to

A show what happens if we live an unhealthy lifestyle

B explain the stages of the life cycle

C record the number of people who do different types of exercise

3 We can use a flow chart to

A describe spreadsheets and databases

B show the differences between two chemicals

C explain the stages of a farmer's year

4 We can use a Carroll diagram to

A identify musical instruments used in orchestras

B group instruments according to what they are made of and how they are played

C compare and contrast the names of musical instruments from around the world.

Day 2

SESSION 2   SCAFFOLDING

Scaffolding

o teaching technique that involves providing students with the supports needed to complete a task or facilitate their learning of new concepts.

Scaffolding

Language and Learning

- You can scaffold both the language as well as the learning process of students.

- Scaffolding a language can be done by providing language frames or example sentences.

- Scaffolding learning can be done by providing the step by step instructions for the task ahead. This can also be an example exercise.

Do we need to plan scaffolding?

Montse Irun - CLIL

Need to scaffold learning

Need to provide the students with:
- Visuals; flashcards, posters, etc.
- PP presentations
- Frames
- Lists of words or sentences
- Recordings
- Showing how to do it

The need of scaffolding is essential for CLIL, because CLIL aims to guide language processing and support language production in the same way as ELT by teaching strategies for reading and listening and structures and lexis for spoken or written language.

Give Receptive Skills Strategies

- Prepare the context
- Ask them to infer & predict
- Pre teach key vocabulary
- Set task in advance
- Use reading / listening techniques explicitly

Provide productive skills strategies

- Provide models
- Highlight key words
- Use visual organisers
- Use word banks, tables or sentence starters
- Encourage collaborative work

Montse Irun - CLIL

Properties of well-scaffolded CLIL materials

- Handout

Types of visual organiser scaffolding

- **Handout matching task**

2. Reporting

Candles Butter Margarine Ice Cheese Chocolate	melted	in	cold cool warm hot boiling	water

Work in groups on other energies

Energy	Advantages	Disadvantages	A candidate for the future
Hidro-electric	No pollution, cheap, abundant, ...	Only in some countries	yes
geothermical			

Although hydroelectricity has some disadvantages such as the problem of needing mountains and rivers, it has many more advantages such as ...

Montse Irun - CLIL

Visuals: flow charts,
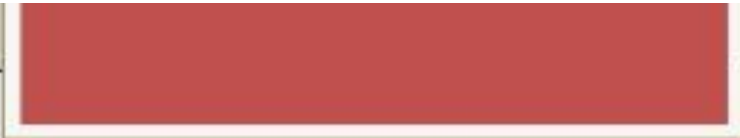
		Disease	Causes	Effects	Solutions
			→	→	→
			→	→	→
Diet and Health			→	→	→
			→	→	→
			→	→	→

Lets do a scaffolded input and scaffolded output task

- Handouts

Listening input/output challenges and grading

- length of text
- language in text
- sentence length
- number of distractors
- picture support
- language needed for answers

Two of the statements are correct. One is not. Which one?

1 Making links between two historical sources helps learners develop

A thinking skills

B language skills

C practical skills

2 Demonstrating how to measure angles accurately helps learners

A visualise what they have to do

B focus on the classroom language

C develop evaluating skills

3 Using a visual organiser to record the causes and effects of coastal erosion helps learners to

A connect facts about erosion

B compare and contrast different types of erosion

C focus on key content vocabulary related to erosion

4 Breaking down a long reading task about technical instruments into small steps helps most learners to

A summarise the content of the text

B think more carefully about the text

C understand the content of the text

Day 3

SESSION 3 EVALUATING CLIL SCIENCE MATERIALS
OBSERVING AND EVALUATING CLIL LESSON SEQUENCES

What should we ask about CLIL materials?

Are the materials

- appropriate for the age of the learners and the **s** _ _ _ _ of learning ?
- fit for **p** _ _ _ _ _ _ _ . Do they match the learning **o**_ _ _ _ _ _ _ ?
- linked to CLIL **a** _ _ _? Do they consider content, communication, **c** _ _ _ _ _ _ _ _ _**?**
- progressive in subject content, language, cognitive demands and **t** _ _ _ demands ?
- supportive? Do they have word banks, language **f** _ _ _ _ _ and visuals?
- varied in skills, tasks and **i** _ _ _ _ _ _ _ _ _ _ ?
- collaborative, motivating, challenging and **a** _ _ _ _ _ _ _ _ _ _ ?

Context-embedded

- Inset diagram

Types of resource in science

- Lab demos
- Topic tutorials
- Virtual Labs
- Maths for science

http://global.oup.com/uk/orc/biosciences/maths/jordan/01student/exercises

- CLIL resources
- UK/US mainstream resources

CLIL Resources

- **www.clilcompendium.com**

- **www.euroclic.net**

- **www.tieclil.org**

- **www.cilt.org.uk**

- **www.nile-elt.com**

- **www.factworld.info/uk**

  http://eclil.uws.ac.uk/?option=com_content&view=article&id=47&Itemid=62

Selecting Criteria from observation sheets

- General classroom observation criteria

- CLIL classroom materials / lesson observation criteria

DVD observation lesson

Biology CLIL lesson

- https://www.youtube.com/watch?v=ARuag4WzDDs

- Almaty Biology lesson

TKT CLIL task HW

- Handout

PLANNING CLIL LESSONS

Labels in CLIL Planning

Most learners…………

- should know…

- be able to…

- be aware of ….

What do these three headings which appear in many CLIL plans focus on?

Key questions in planning

- What are my teaching aims?
- What new things will learners know and be able to do at the end of the lesson?
- Which content is being revisited and which is new?
- What communication is taking place?
- What thinking and learning skills are being developed?
- What language support needs to be provided?
- What task learning support needs to be provided?
- How will learning be evaluated?

Look at the lesson plan on the handout

- Are all the planning points covered?

- Where are they covered?

Look at this second plan

- Evaluate it in terms of Westhoff's Penta-Pie on the next slide

  Does the lesson plan touch on each area ?

MEANING focussed processing

Exposure to INPUT

FORM focussed processing

Use of STRATEGIES

OUTPUT production
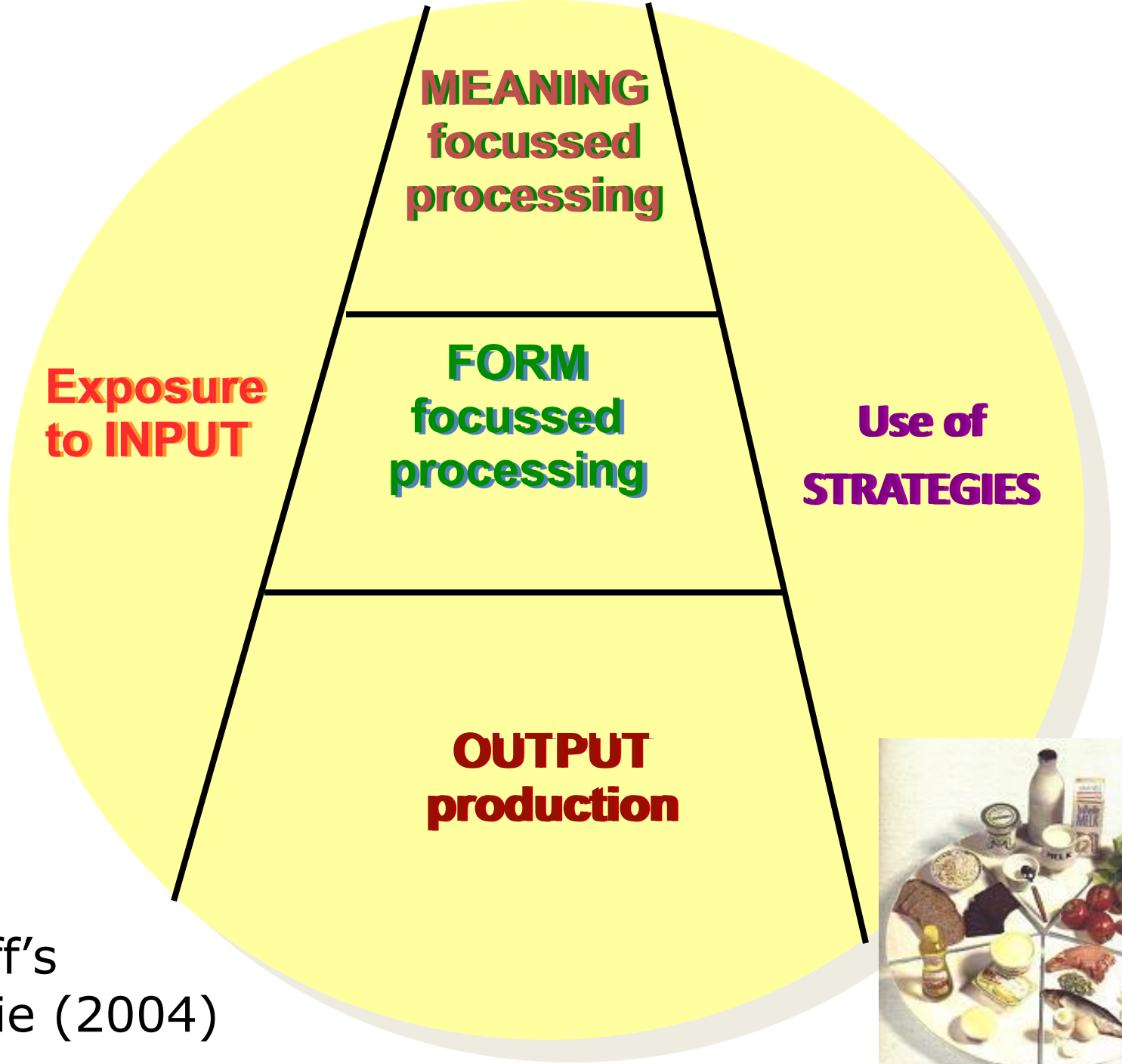
Westhoff's
Penta-pie (2004)

TKT CLIL Planning Task

- Find a Science CLIL lesson plan in an internet search.

- Does it have features you would want to integrate into the two plans we have seen?

Prepare a slide to show the group features you like.

Day 4

SESSION 2   ASSESSMENT IN CLIL

What do these assessment terms mean ?

- a diagnostic test
- competences
- standardised tests
- performance assessment
- grading
- summative assessment
- self-assessment
- formative assessment
- criteria
- 'can do' statements   Hand-out

Assessment in CLIL

Let's CLIL. Assessment
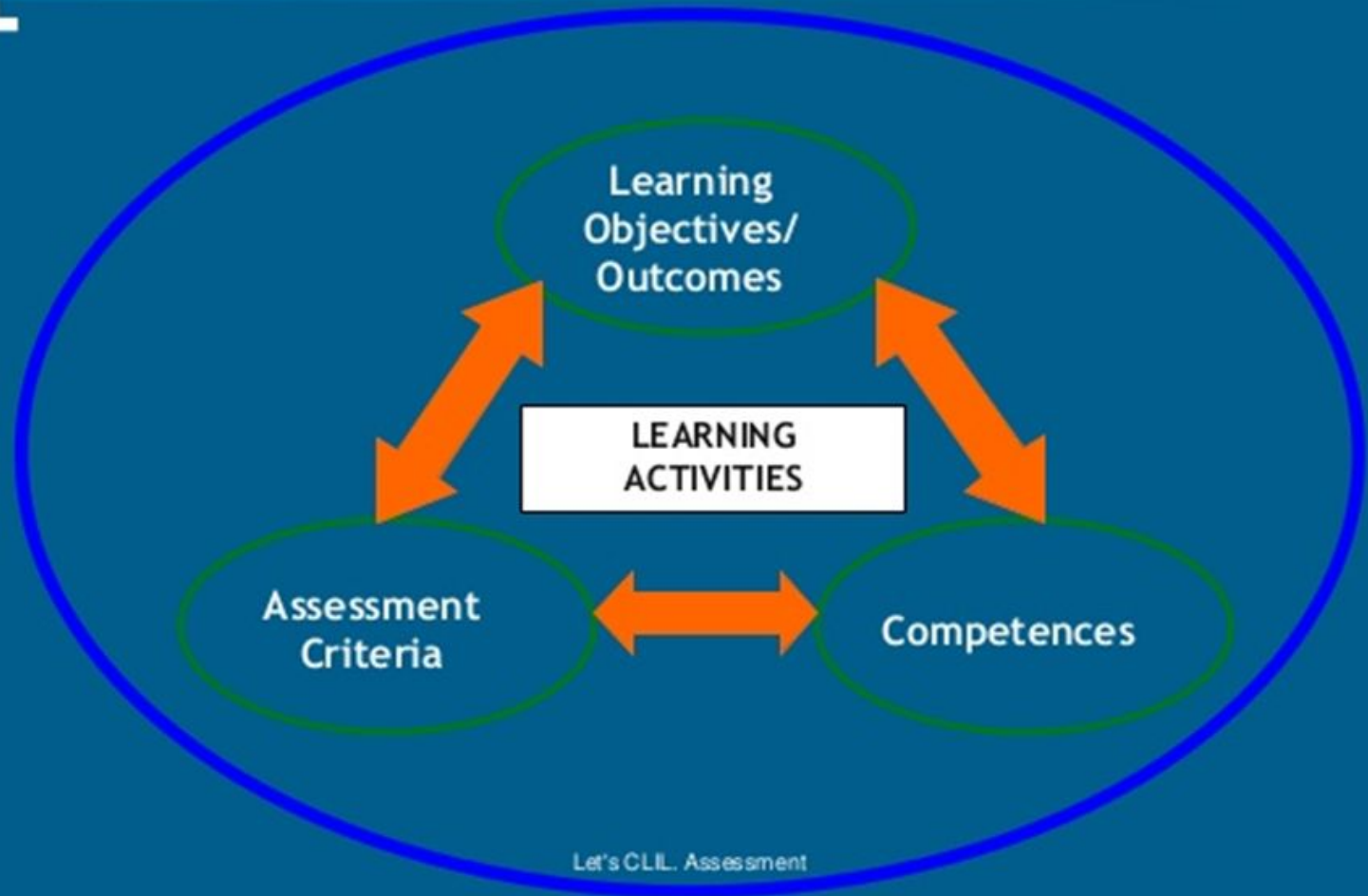
Some issues

- What do we assess: content or language or both?

- In what language do we assess?

- What tools can be used for assessment?

- Provided we assess in English, how can we minimize the effect of the language in the content assessment?

Tips

1. Clear learning **objectives, content / skills** first, then **language.**

2. Not everything is assessed

3. A mixture of **formal/informal** assessment, which is both **task-based** and **assignment based,** is used.

Tips

4. Learners should be aware of **assessment instruments** and **success criteria**, expressed in a student-friendly format.
5. **Content knowledge** should be assessed using **the simplest form of language**
6. **Language** should be assessed for **a real purpose in a real context** – accuracy and communicative competence / fluency.

Let's CLIL. Assessment

Tips

7. If assessment is orally-based, then time is crucial.

8. Scaffolding is not cheating. We need to assess what students can do with support, before we assess what they can do without it.

Formative Assessment : Observation

- Which of the performance competences would you tick for the learners in the video?

- https://www.youtube.com/watch?v=ARuag4WzDDs

- Handout

Look at the handout

Identify the main conceptual, procedural and language demand in each one.

Ways of reducing the language barrier in CLIL assessment?

- Look at the CLIL assessment types on the handout and rank them of linguistically most challenging to linguistically least challenging.

Handout
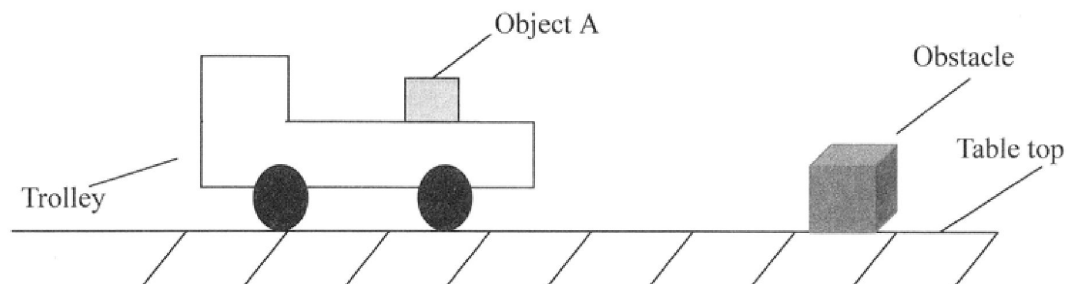
CAMBRIDGE ENGLISH KEY & PRELIMINARY

Key / Preliminary Levels

Cambridge English Exams	Council of Europe Levels	
Cambridge English Proficiency	Mastery	C2
Cambridge English Advanced	Effective Proficiency	C1
Cambridge English First	Vantage	B2
Cambridge English Preliminary	Threshold	B1
Cambridge English Key	Waystage	A2

Key Reading & Writing Tasks

	Task Type	No. of questions
Part 1	Matching	5
Part 2	3-option multiple choice	5
Part 3	3-option multiple choice	10
Part 4	Right / wrong / doesn't say	8
Part 5	Multiple choice cloze	8
Part 6	Word completion	5
Part 7	Open cloze	10
Part 8	Information transfer	5
Part 9	Guided writing	1

Preliminary Reading & Writing Tasks

	Task Type	No. of questions
Reading Part 1	3-option multiple choice	5
Reading Part 2	Matching	5
Reading Part 3	True / False	10
Reading Part 4	4-option multiple choice	5
Reading Part 5	4-option multiple choice cloze	10
Writing Part 1	Sentence transformation	5
Writing Part 2	Guided short message	1
Writing Part 3	Continuous writing	choose 1 of 2

Key Guided Writing Task - Part 9

"You have a new pen-friend. Write a note to your friend telling about your hometown.

Say:

   – where your hometown is

   – what you like best about it and **why**

Write 25 - 35 words."

Sample Answer; KEY writing

Dear Sam,

Here is my town, Marina de Pisa. It is a seaside resort near Pisa. It isn't very big, but I think it is so nice! The nicest part of Marina is the seaside front.
On summer holiday, in the evening, I go always there!   Francesca

Preliminary Writing Part 2

"Your friend Alex couldn't go to your English class today because of a bad cold.

Write an e-mail to Alex. In your e-mail, you should
- ask about Alex's cold
- say what you did in the English class
- tell Alex about the English homework.

Write **35–45 words** on your answer sheet."

Sample answer PET Writing Part 2

Hello Alex,

Is that cold of yours very bad?

Mr Simon, our teacher, was twenty minutes late. When he arrived he told us to do a test. For homework we have to read the whole of page 20 in our textbook.

Get better soon,   Guido

Preliminary Writing Part 3

- Topic-based (story or letter)

- Extended writing: about 100 words

- Candidates should show ambition

- Assessment focuses on language

Preliminary Writing Task Samples

Preliminary Part 3 Sample 1

Your English teacher has asked you to write a story.

Your story must have the following title:

The most important day of my life

Write your **story** in about 100 words **on your answer sheet."**

Preliminary Part 3 Sample 2

This is part of a letter you receive from an English penfriend.

"I've just bought some new clothes at the local market. Do you enjoy shopping for clothes? Tell me about the clothes you like to wear and the best places to buy them."

Write your **letter** in about 100 words **on your answer sheet."**

Reading and Writing Skills

What are some important reading and writing skills to develop for language learners?

Reading Skills

1. **Predicting**: Making use of clues to aid comprehension

2. **Skimming**: Understanding gist

3. **Scanning**: Understanding relevant details

4. **Interpreting**: Telling main points from secondary points

5. **Interpreting**: Distinguishing fact from comment

6. **Coping**: Getting meaning from text that contains unknowns

7. **Coping**: Using appropriate aids

Writing Skills

1. **Linking ideas**: Making use of linking words and conjunctions: "***Because*** my parents said they would take my friend ***and*** I to the zoo we were happy, ***but*** it rained, ***so*** we were disappointed."

2. **Subject-verb agreement**: Particularly in longer sentences: "***Tigers*** were once found throughout Asia but ***are*** now quite rare."

3. **Proper use of pronouns and determiners**: "My ***parents*** promised my ***sister*** a present, but when ***she*** failed ***her*** exams, ***they*** changed ***their*** minds."

4. **Cohesive Devices:** Expressions used to make the writing more coherent: ***first, then, next, as a result, on the other hand***

Key Listening Tasks

	Task Type	No. of questions
Part 1	3-option multiple choice	5
Part 2	Matching	5
Part 3	3-option multiple choice	5
Part 4	Gap fill	5
Part 5	Gap fill	5

Preliminary Listening Tasks

	Task Type	No. of questions
Part 1	Discrete multiple choice	7
Part 2	3-option multiple choice	6
Part 3	Gap fill	6
Part 5	True / False	6

Listening Skills

What are some important listening skills to develop for language learners?

Listening Skills

1. 'Tuning in' to the situation (activating schema)

2. Feeling comfortable with different accents

3. Distinguishing between separate words

4. Distinguishing key information

5. Ignoring unimportant information

6. Predicting what words or phrases you will hear

7. Recognizing intonation for questions, emphasis, etc

Key Speaking

Part 1	Interview 5 – 6 minutes: examiner - candidate
Part 2	Information exchange 3 – 4 minutes: candidate - candidate

Preliminary Speaking

Part 1	Interview 2-3 minutes: examiner - candidate
Part 2	Collaborative task 3 minutes: candidate - candidate
Part 3	Individual long turn 3 minutes (1 minute each): candidate - examiner
Part 4	Discussion 3 minutes: candidate - candidate

Speaking Skills

What are some important speaking skills to develop for language learners?

Speaking Skills

1. Giving factual, personal information

2. Giving factual information of a non-personal kind related to daily life

3. Making and responding to suggestions and recommendations

4. Discussing alternatives and negotiating agreement

5. Describing scenes / photographs

6. Managing discourse

7. Giving opinions, talking about likes/dislikes, preferences

8. Defending / explaining opinions

9. Talking about experiences, habits, etc.

KEY – CEFR Level A2:

- Able to convey basic meaning in very familiar or highly predictable situations
- Utterances tend to be very short with frequent hesitations and pauses
- Dependent on rehearsed or formulaic phrases
- Limited generative capacity
- Only limited extended discourse
- Pronunciation heavily influenced by L1, can be difficult to understand
- Requires prompting or assistance to prevent communication from breaking down

Preliminary – CEFR Level B1

- Able to handle communication in most familiar situations

- Able to construct longer utterances but not able to use complex language except if well rehearsed

- Problems searching for language resources results in pauses and hesitations

- Pronunciation generally intelligible but L1 influences may put a strain on listener

- Has some ability to compensate for communication difficulties but may require prompting or assistance

Speaking Assessment Criteria

KEY

Grammar and Vocabulary

Pronunciation

Interactive Communication

PRELIMINARY

Grammar and Vocabulary

Pronunciation

Interactive Communication

Discourse Management

Video Clips

1. Key Speaking Test

2. Preliminary Speaking Test

Grading and Results

- Each skill weighted equally

- No minimum pass mark on individual papers

- New 'Enhanced Certification'

- Pass = Approx. 70% of total marks

- Candidates given Statement of Results

- http://www.cambridgeenglish.org/images/282432-cambridge-english-preliminary-sample-statement-of-results-scale.pdf