

Teaching Grammar & Vocabulary for CAE

by

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Today's Objectives

- to briefly outline the five parts of Use of English.
- to reflect on how we approach teaching advanced grammar & vocabulary in CAE classes.
- to discuss ways in which we can exploit tasks in order to 'teach' rather than 'test' our students.
- to talk about ways to promote student autonomy.

CAE - Use of English

- What does the candidate have to do in each part?
- How does it differ from FCE?
- How is it marked?

Part 1 – Multiple Choice

12 spaces
12 marks

Whose wave power is it?

Construction of the world's biggest wave-energy installation is (0) ahead off the coast of Cornwall in southwest England. More than twenty-one million pounds' (1) of funding has been agreed for what is (2) as Wave Hub, a giant electrical terminal on the seabed ten miles off the coast. Wave Hub will allow a number of different wave-energy devices operating in the area to transmit the energy they generate along a high-voltage undersea cable back to the shore.

Once it is in (3) operation, Wave Hub concentration of wave-energy machines ; enormous (5) forward in the develop to (6) behind its cousins in the other technology: wind power and solar power.

But surfers in the southwest have (8) Britain's principal surfing region (9) beaches there, and surfers are concerned (10) in a reduction of as much as el when they (11) the shore. But an inc effect on wave height will probably be mu

- | | | | | |
|----|-------------|------------|--------------|-------------|
| 0 | A going | B getting | C making | D setting |
| 1 | A amount | B value | C worth | D quantity |
| 2 | A referred | B called | C entitled | D known |
| 3 | A whole | B full | C entire | D thorough |
| 4 | A likely | B probable | C plausible | D surely |
| 5 | A tread | B strike | C pace | D step |
| 6 | A lag | B leave | C drag | D delay |
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| 8 | A explained | B spoken | C expressed | D commented |
| 9 | A because | B account | C reason | D thanks |
| 10 | A upshot | B result | C conclude | D arise |
| 11 | A arrive | B realise | C reach | D achieve |
| 12 | A scared | B worried | C frightened | D feared |

Part 2 – Open Cloze

For questions **13–27**, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning **(0)**.

In the exam you write your answers IN CAPITAL LETTERS on a separate answer sheet.

Example:

0	S	E	T							
---	---	---	---	--	--	--	--	--	--	--

15 spaces
15 marks

Only twelve astronauts actually **(0)** foot on the moon during the US Apollo space programme between 1969 and 1972. Some have since **(13)** household names – like Neil Armstrong, **(14)** made the original 'giant leap for mankind' and Buzz Aldrin, his co-pilot on that mission. The other ten are less well-known, even **(15)** each made his own contribution to the programme.

But to Paul Prendergast, a postal worker from London, they are all pioneers, worthy to be mentioned in the **(16)** breath as the great explorers of earlier eras, **(17)** as Christopher Columbus. Paul's fascination **(18)** the subject began in 2000 **(19)** he attended a convention for people **(20)** hobby is collecting autographs. There he met Alan Bean (fourth man on the moon) and Ed Mitchell (sixth). As he remembers: 'There were television stars there, people from Bond movies, and so **(21)** , but these men had walked on the moon. I headed straight **(22)** to meet them and ask for their autographs.' For a collector, the challenge of **(23)** hold of the remaining ten proved irresistible.

Part 3 – Word Formation

Part 3

For questions 28–37, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (0).

In the exam you write your answers IN CAPITAL LETTERS on a separate answer sheet.

Example:

0	E	X	C	A	V	A	T	I	O	N	
---	---	---	---	---	---	---	---	---	---	---	--

10 spaces
10 marks

The world's oldest perfume

Archaeologists working at an (0)on the island of Cyprus

EXCAVATE

have discovered what are thought to be the world's oldest known

perfumes. Remnants of fourteen different fragrances were found

in a (28) of mixing jugs, bottles and stills which were

SELECT

(29) on the site of an ancient perfumery. The building was

EARTH

destroyed by an earthquake nearly four thousand years ago, at a

time when Cyprus already enjoyed a (30) as a centre of

REPUTED

perfume-making.

Part 4 – Gapped Sentences

For questions 38–42, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

Example:

0 I was on the of booking my flight when my boss said that I might have to change my holiday dates.

As the meeting drew to a close, the chairperson moved on to the final on the agenda.

Theo couldn't see the of getting to the airport too early, as the check-in desk only opened one hour before the flight departed.

The three gaps can each be filled with the word 'point', so you write:

Example:

0	P	O	I	N	T						
---	---	---	---	---	---	--	--	--	--	--	--

In the exam you write only the missing word **IN CAPITAL LETTERS** on a separate answer sheet.

38 Although not a native speaker, Max can express his ideas in English with a degree of accuracy.

All members of Melanie's family have the same very hair.

Wallace didn't think it was that he was asked to work longer hours than his colleagues.

5 words
2 marks

Not in FCE

Part 5 – Transformations

For questions 43–50, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

Example:

0 Chloe would only eat a pizza if she could have a mushroom topping.

ON

Chloe a mushroom topping when she ate a pizza.

The gap can be filled with the words 'insisted on having', so you write:

0

INSISTED ON HAVING

In the exam you write only the missing words **IN CAPITAL LETTERS** on a separate answer sheet.

43 There were a lot of things to think about before we made our decision.

TAKEN

Lots of things needed consideration before we could make our decision.

44 Could I ask you if you'd mind looking after my dog while I'm away on holiday?

WONDERING

I willing to look after my dog while I'm away on holiday?

8 transformations
up to 2 marks each

The CAE Teacher

My students don't seem to be getting any better.

I don't feel as though I'm teaching them anything.

I teach them new language, but they just rely on the old stuff.

My students seem suspicious of any new language.

But, they all speak so well. What am I actually doing here?

Dictation

Look at page 2 of your handout. I will read out which words are missing and I want you to put them into the correct places.

Whose wave power is it?

Construction of the world's biggest wave-energy installation is **(0)** ahead off the coast of Cornwall in southwest England. More than twenty-one million pounds' **(1)** of funding has been agreed for what is **(2)** as Wave Hub, a giant electrical terminal on the seabed ten miles off the coast. Wave Hub will allow a number of different wave-energy devices operating in the area to transmit the energy they generate along a high-voltage undersea cable, back to the shore.

Once it is in **(3)** operation, Wave Hub is **(4)** to support the largest concentration of wave-energy machines anywhere in the world. It will also mark an enormous **(5)** forward in the development of wave power, which has tended to **(6)** behind its cousins in the other main **(7)** of renewable energy technology: wind power and solar power.

But surfers in the southwest have **(8)** concerns about the project. Cornwall is Britain's principal surfing region **(9)** of the size of the Atlantic rollers hitting the beaches there, and surfers are concerned that the energy taken from the waves may **(10)** in a reduction of as much as eleven percent in the height of those waves when they **(11)** the shore. But an independent study reported this week that any effect on wave height will probably be much less than the surfers had **(12)**

Exploiting the Text

Rather than just set this as a Multiple Choice Task, what else could you do?
Think about **before** & **after** doing the task itself

Whose wave power is it?

Construction of the world's biggest wave-energy installation is (0) ahead off the coast of Cornwall in southwest England. More than twenty-one million pounds' (1) of funding has been agreed for what is (2) as Wave Hub, a giant electrical terminal on the seabed ten miles off the coast. Wave Hub will allow a number of different wave-energy devices operating in the area to transmit the energy they generate along a high-voltage undersea cable back to the shore.

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Read the text and answer the questions.

1) What is the Wave Hub? 2) Which group of people seem to oppose it?

Whose wave power is it?

Construction of the world's biggest wave-energy installation is going ahead off the coast of Cornwall in southwest England. More than twenty-one million pounds' worth of funding has been agreed for what is known as Wave Hub, a giant electrical terminal on the seabed ten miles off the coast. Wave Hub will allow a number of different wave-energy devices operating in the area to transmit energy they generate along a high-voltage undersea cable, back to the shore.

Once it is in full operation, Wave Hub is likely to support the largest concentration of wave-energy machines anywhere in the world. It will also mark an enormous step forward in the development of wave power, which has tended to leave behind its cousins in the other main branches of renewable energy technology: wind power and solar power.

But surfers in the southwest have expressed concerns about the project. Cornwall is Britain's principal surfing region because of the size of the Atlantic rollers hitting the beaches there, and surfers are concerned that the energy taken from the waves may result in a reduction of as much as eleven percent in the height of those waves when they reach the shore. But an independent study reported this week that any effect on wave height will probably be much less than the surfers had feared.

Work with your partner. Underline five uses of advanced language in the text. **Forget grammar & vocabulary. Look for collocations/ fixed expressions.**

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Collocation

the world's biggest going ahead off the coast of Cornwall in southwest England £21m pounds' worth of giant electrical terminal on the seabed ten miles off the coast a number of different wave-energy operating in the area transmit energy high-voltage undersea cable to the shore	in full operation is likely to the largest concentration of wave-energy machines anywhere in the world an enormous step forward in the development of wave power leave behind in the other main branches of renewable energy technology wind power solar power	in the southwest raise concerns about Britain's principal surfing region because of the size of hitting the beaches result in a reduction of as much as eleven percent in the height of reach the shore an independent study any effect on will probably be much less than
---	--	---

Usable 'Chunks' of Language

- a number of **different** XXs
- in full operation
- an **enormous** step forward
- the development of XX
- XX's principal XX region
- because of the size of XX
- may result in a **reduction** of XX
- **as much as XX percent**
- an **independent** study reported that XX
- will probably be much **less**

Vocabulary Comprehension

Words I know...	Words I think I know...	Words I don't know...

Text Cohesion/ Features of Genre

Explanation of the unknown for the reader = a giant electrical terminal on the seabed, ten miles of the coast.

Use of pronouns/ determiners to avoid repetition = it, its, they, those

Use of synonyms to avoid repetition = energy-saving machines, energy-saving devices

Use of conjunctions/ adverbs to link ideas = because of, result in, once

Use of relative clauses = which

Use of definite article = surfers (beg. para. 3), *the* surfers (end para. 3)

Use of tentative language = is likely to, may, will probably be

No contractions

Use of present perfect for reporting news = has been agreed, have raised concerns

Textploitation

- Reading Text Comprehension + Speaking
- Language Work i.e. verb patterns, verb tenses, active & passive voices
- Lexical Phrases + Speaking
- Vocabulary Comprehension
- Text Cohesion/ Features of Genre + Writing

To what extent do you agree with the following quotations? Do they confirm or contradict your current classroom practices?

*“An important principle underlying the importance of grammar and vocabulary into the syllabus is that they should be studied in **context.**”* – Sally Burgess & Katie Head

*“... the bulk of language learning, grammar as well as vocabulary, is simply an effect of the **frequency of encounters with individual items.** These encounters strengthen associations...”* – Scott Thornbury

Part 2 – Open Cloze

Read the text on page 8 and give it a title of your choice.

Only twelve astronauts actually set foot on the moon during the US Apollo space programme between 1969 and 1972. Some have since become household names – like Neil Armstrong, who made the original ‘giant leap for mankind’ and Buzz Aldrin, his co-pilot on that mission. The other ten are less well-known, even though each made his own contribution to the programme.

But to Paul Prendergast, a postal worker from London, they are all pioneers, worthy to be mentioned in the same breath as the great explorers of earlier eras, such as Christopher Columbus. Paul’s fascination with the subject began in 2000 when he attended a convention for people whose hobby is collecting autographs. There he met Alan Bean (fourth man on the moon) and Ed Mitchell (sixth). As he remembers: ‘There were television stars there, people from Bond movies, and so on, but these men had walked on the moon. I headed straight over to meet them and ask for their autographs.’ For a collector, the challenge of getting hold of the remaining ten proved irresistible.

Yet Paul’s quest was never going to be entirely straightforward. After all, at that time, only nine of astronauts were still alive and two had given up signing autographs years before. Paul eventually managed to achieve his goals, however, by establishing contacts with other collectors, by buying from reputable dealers and by attending specialist auctions.

Part 2 – Open Cloze

Work with your partner. Which words do you think will be missing from the exam task?

Spacemen's Autographs

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Students complete the task.

Spacemen's autographs

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Yet Paul's quest was never going to be entirely straightforward. After **(24)** , at that time, only nine of the astronauts were still alive and two **(25)** given up signing autographs years before. Paul eventually **(26)** to achieve his goals, **(27)** , by establishing contacts with other collectors, by buying from reputable dealers and by attending specialist auctions.

Students identify usable 'chunks' of language.

Spacemen's autographs

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Mining

set foot on
have since + P.P.
household names
less well-known
mentioned in the same breath
the great explorers of earlier eras
fascination with sth.
and so on
head (straight) over
get hold of sth.
never going to be entirely straightforward
After all
give up + gerund
manage to achieve one's goals
establishing contacts
reputable dealers

*“One small step for
man...*

*One giant leap for
mankind.”*

- 1) What can you do with the language from this text?
- 2) Is any of it more/ less useful?
- 3) Think of an activity you could do with students to use **some** of the language?

Collocations, Fixed Expressions &

P***** | V*****s

manage to do sth.

... and so on.

to become a household name

to get hold of

to head over to

to be mentioned in the same breath as

a fascination with sth.

Activities

- write sentences using the phrases for homework.
- dictate the sentences to their partner who:
 - a) writes down the complete sentence
 - b) simply writes down the missing part of the sentence

e.g. A: Neil Armstrong was the first person to BEEP
BEEP BEEP the moon. B: Set foot on. A: Nice!

Follow Up

When students have written the sentences and handed them in, the teacher can use the students' own errors to do one of the following:

- 1) Write them on the board and allow students access to the board marker and the board rubber to correct the sentences as a group (depending on class size).
- 2) Incorrect sentences can be corrected and mixed up. Student A has 1, 3, 5, & 9 as incorrect and 2, 4, 6 & 8 as correct and Student B has the opposite. Students work in pairs to correct the sentences.
- 3) Sentence auction
- 4) Language Quiz

Test-Teach-Test

- 1) Is anyone familiar with this technique?
- 2) What does it entail?

Spacemen's autographs

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Scaffolding

- 1) What are relative clauses? How many do you know? When are they used?
- 2) Which connectors do we use to indicate contrast in English?
- 3) What is the main tense of the text? How does this determine which texts we can use?
- 4) What language can we use to introduce examples in English?

Answers

13) become

14) who

15) though

16) same

17) such

18) with

19) when

20) whose

21) on

22) over

23) getting

24) which

25) had

26) managed

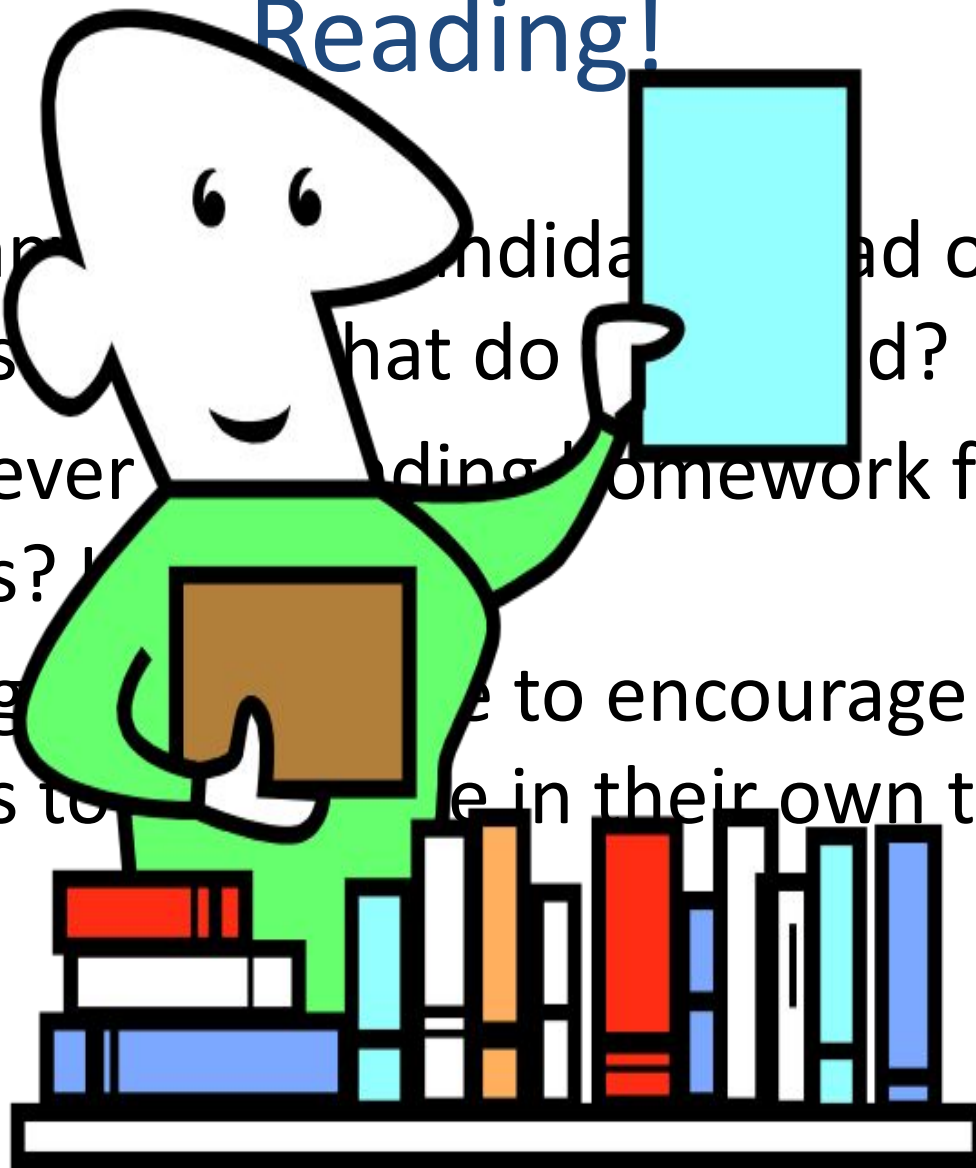
27) however

*words in **bold** indicate the options that we have been able to point our students towards in the previous exercise.

As you can see it is ***still not enough*** to help them achieve a pass...

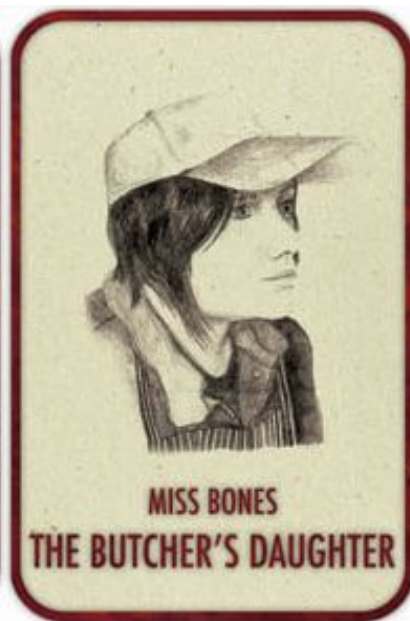
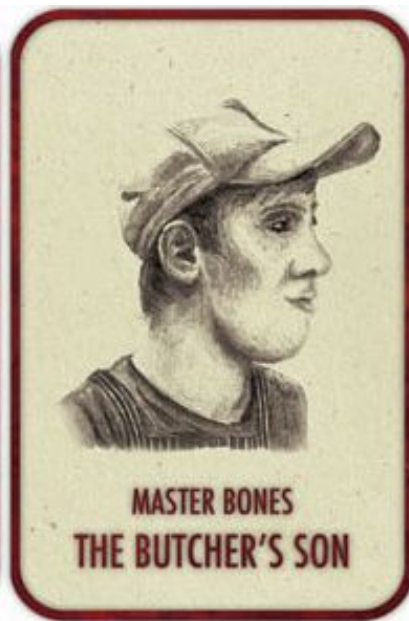
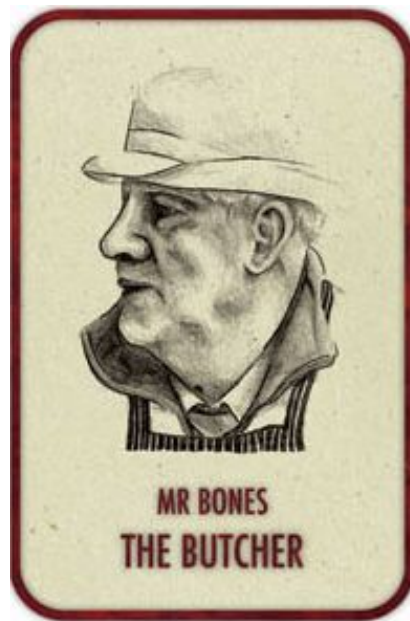
Reading!

- 1) How many individuals read outside of the classroom? What do you read?
- 2) Do you ever assign homework for your students? How do you encourage them to read?
- 3) How might we encourage our students to read in their own time?



Part 3 – Word Formation

- 1) How do you normally teach Word Formation in class?
- 2) What do you find are the biggest issues for your students?



Happy Families

Work in groups. Create a set of cards.

excavate
select
earth
reputed
analyse
local
identity
tradition
grind
admit
create

Word Formation - Spelling

- Crosswords (Missing Information)
- Hangman (as a whole class/ in groups/ in pairs) – mini whiteboards (Hong Kong Bazaar)
- Spelling Bee (Student A says “excavator”; Student B spells it) – Teams for added competition
- Pas Cap “I dare you”

Part 4 - Gapped Sentences

NOTE: As of January 2015 this part will cease to exist. It will be replaced by another reading task.

- 1) What do students have to do in this part?
- 2) How do your students react to this task?
- 3) Are you glad it's going to disappear? Why/ why not?

Part 4 - Gapped Sentences

38 Although not a native speaker, Max can express his ideas in English with a degree of accuracy.

Part 4 - Gapped Sentences

38 Although not a native speaker, Max can express his ideas in English with a degree of accuracy.

All members of Melanie's family have the same very hair.

Look at the options we have mentioned.

Can it still be any of them? Why/ why not?

What do you think it is now?

Part 4 - Gapped Sentences

38 Although not a native speaker, Max can express his ideas in English with a degree of accuracy.

All members of Melanie's family have the same very hair.

Wallace didn't think it was that he was asked to work longer hours than his colleagues.

Does the third sentence confirm our chosen word as the correct one?

Any Suggestions?

Part 5 - Transformations

- 1) What do students have to do in this part of the exam?
- 2) How do students react to this part of the exam?

Part 5 - Transformations

Students have:

an original sentence

a key word

a half-completed sentence

Students have to:

Use the keyword to complete the second sentences so that it has the same meaning as the first sentence.

FCE – 2-5 words

CAE – 3-6 words

Transformation Ladders

Cut out your transformations.

Line them up in front of you.

Decide who starts.

Read the sentence to your partner.

Check the answer on the other side of your piece of paper.

Correct? = Continue moving up the ladder.

Incorrect? = Your partner's turn.

First person to the top is the king/ queen of the world. **NO WRITING**

Transformation Ladders

- 1) What is the purpose of the ladders?
- 2) Is there any way they could be improved?
- 3) Can you think of any follow-up activities?

Paraphrasing Pelmanism

Sth. needs + gerund
cannot do sth.
although + subject clause
show you + noun
after + noun
refuse to do sth.
prefer + inf. with to
say + had not + P.P.
take sb. XX minutes to do sth.
likely to + inf. with to
the number + verb
become well-known
Would you mind...?
possessive adj. + noun
noun + be sold
find sth. + adj.
had been nowhere near

get sth. + P.P.
unable to do sth.
despite + gerund
take you on + noun
will be followed by + noun
will/ would not do sth
would rather + inf. w/o/ to.
deny + perfect gerund
spend XX minutes doing sth.
in danger of + gerund
noun + in the number of
make a name for oneself
I'd be grateful if...
noun + belong + to + object
a single + object + left
have great + noun
to have been anywhere near

Autonomy

How do we promote autonomy outside of the classroom?

- encourage students to pursue their interests.
- try to incorporate those interests into classes.
- give them 'open' homework activities e.g. go to an intercambio, watch an episode of something. Afterwards they can report back to the class.
- use realia in class. Encourage students to bring things into class to talk about.
- create an online place where they can reinforce what they have learned in class.

Useful Resources

Burgess, S. & Head, K. 2005 **How To Teach For Exams** Longman – Chapter 5

<http://hiveofactivities.wordpress.com>

<http://reflectiveteachingreflectivelearning.com/>

<http://designerlessons.org/>

www.memrise.com

www.teachers.cambridgeesol.org/ts/exams/academicandprofessional/cpe/resources

www.flo-joe.co.uk

teflgeek.net/exam-classes

sas.illuminate.com/site/external/playback/artifact?psid=2013-11-13.0548.M.DF0C4D4EB044FB54421A3A4BA6E7DF.vcr&aid=61429

Thanks for coming!

Remember to leave your email address for .pdf materials,
links & summary of the seminar