

Cambridge English Language Assessment





Cambridge English Language Assessment

- a range of qualifications for learners and teachers of English
- global network in 130 countries
- 2,700 authorised examination centres administering exams
- over 40,000 registered preparation centres preparing students for exams



The Cambridge Approach to Assessment

- Proven and reliable
- Flexible and accessible
- International and fit-for-purpose
- Relevant to study, work, immigration and everyday life



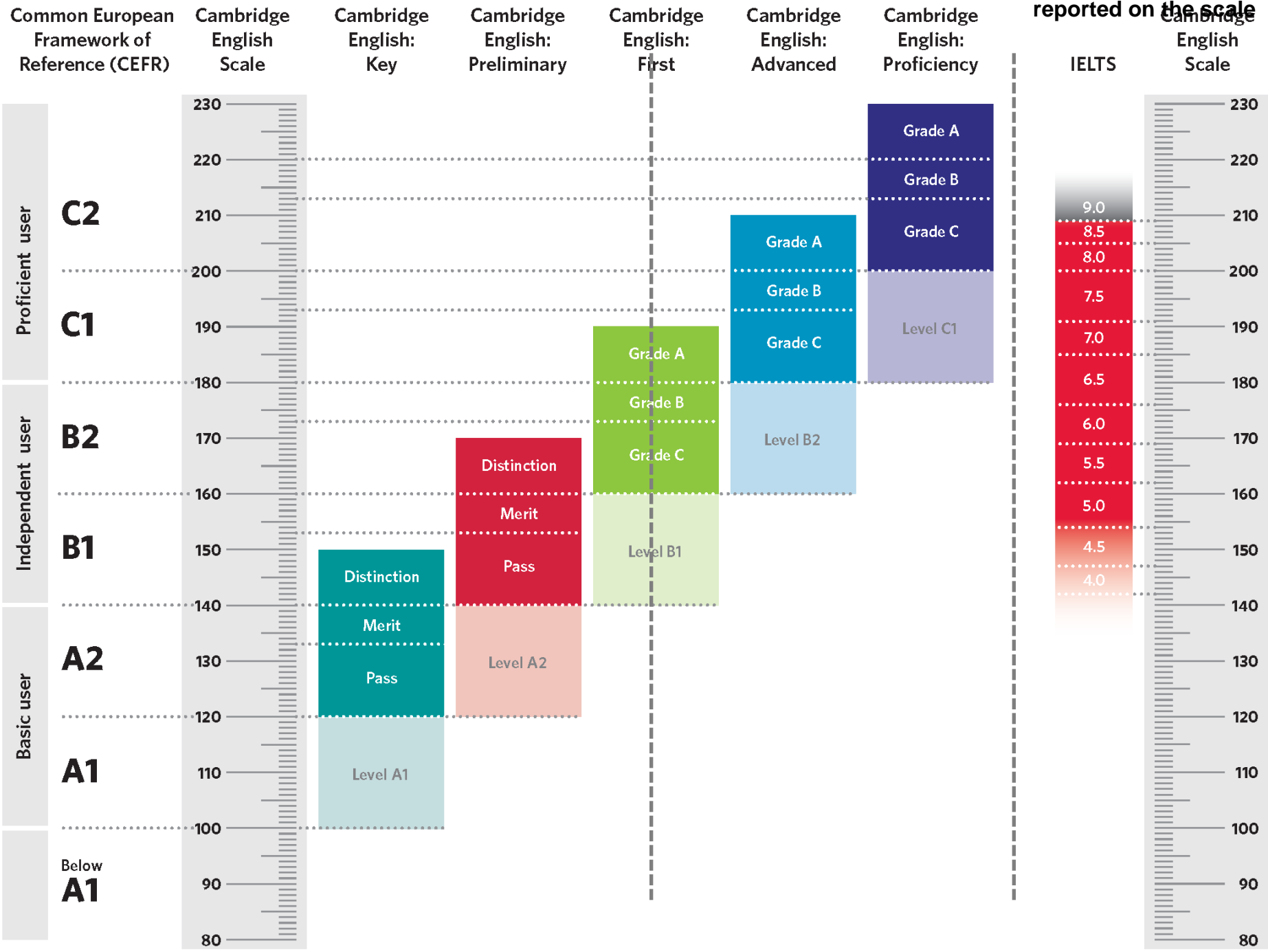
Global recognition

- Ministries of education and education authorities
- Employers
- Immigration authorities and professional bodies
- Higher education

From August 2015

From January 2015

Mapped to but not reported on the scale





Level		General description
Proficient User	C2 Mastery	Highly proficient – can use English very fluently, precisely and sensitively in most contexts
	C1 Effective Operational Proficiency	Able to use English fluently and flexibly in a wide range of contexts
Independent User	B2 Vantage	Can use English effectively, with some fluency, in a range of contexts
	B1 Threshold	Can communicate essential points and ideas in familiar contexts
Basic User	A2 Waystage	Can communicate in English within a limited range of contexts
	A1 Breakthrough	Can communicate in basic English with help from the listener

Cambridge English Project





Cambridge English

noun /'keɪm.brɪdʒ 'ɪŋ.ɡlɪʃ/

- An international language including the world's major varieties of English
- English that is understood and used globally for business, study and everyday living
- The English spoken in the real world – not just the classroom
- The most valuable range of English qualifications in the world

Cambridge English Project

2010

variable programmes
for Cambridge English
exams preparation





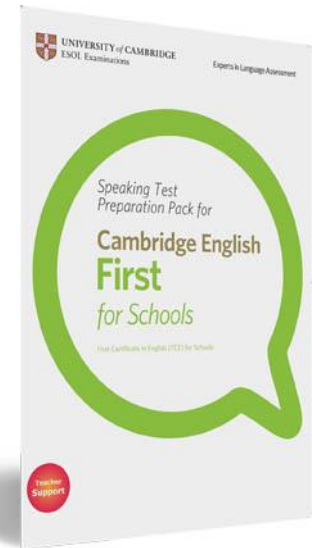
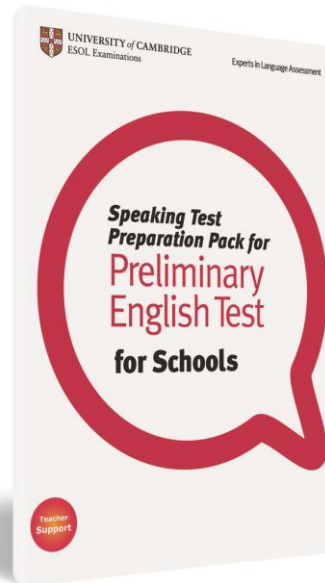
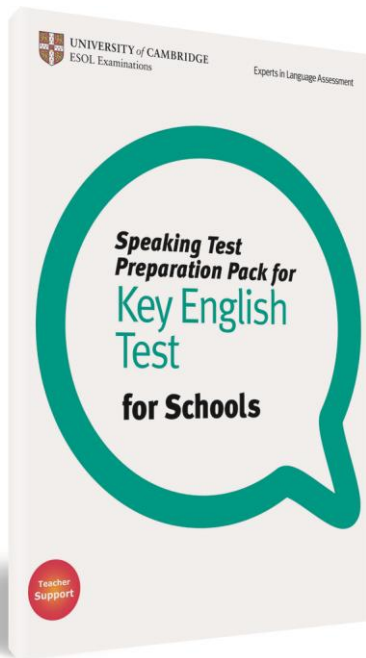
Экзамен	Уровень	Класс	Кол-во часов	УМК
YLE	Starters	2-3	68	Fun for Starters
	Movers	3-4	68	Fun for Movers
	Flyers	5-6	68	Fun for Flyers
KET	A2	6-7	34	KET for schools Direct
			68	Objective KET
PET	B1	8-9	34	PET for schools Direct
			68	Objective PET
			102	Complete PET
FCE	B2	10-11	68	Objective First Certificate
			102	Complete First Certificate



№ Занятия	№ урока по УМК	Лексика	Грамматика	Фонетика	Развитие Умений, соответствующих требованиям Экзаменационных заданий – по видам речевой деятельности		
		Развитие навыков использования лексико-грамматического материала- в заданиях экзаменационного формата			Чтение Письмо	Аудирование	Устная Речь



Cambridge English Books





Cambridge English Activities

Academy Island - interactive games

<http://www.cambridgeenglish.org/learning-english/games-social/>

Cambridge English Penfriends - project.
connect with a school abroad, exchange
cards >>> view, upload and rate cards.

<http://penfriends.cambridgeenglish.org/>



Cambridge English Resources

Cambridge English TV

videos featuring English learning and exam tips

<https://www.youtube.com/user/cambridgeenglishtv>

Cambridge English: exam specific printables

<http://www.cambridgeenglish.org/exams/young-learners-english/starters/preparation/>

Cambridge English: exam preparation materials

<http://www.cambridgeenglish.org/learning-english/exam-preparation/>

Cambridge English Events



Preparation centres

Preparation centre: any institution that prepares and enters candidates for Cambridge exams through an authorised exams centre.

Preparation centre website

- access to candidates' online exam results
- support materials for teachers and candidates
- online marketing materials & publications order
- pretesting opportunity



Cambridge English for Schools

1. Is Cambridge English project viable?
2. How can our students benefit from taking Cambridge English exams?
3. Do primary students need exams?
4. Aren't State Exams more important?



**How can our students
benefit from taking
Cambridge English exams?**

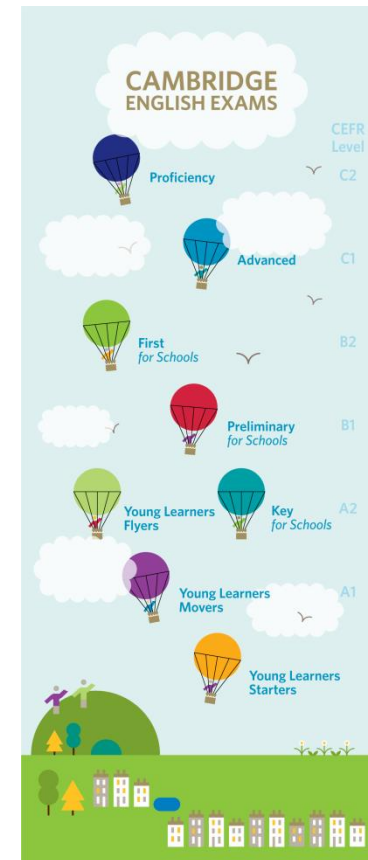


How can our students benefit from taking Cambridge English exams?

- international testing standards
- balanced skills development
- exam-taking strategies
- language level enhancement
- independent unbiased assessment
- globally recognised certificates

Cambridge English exams and CEFR levels

- Cambridge English: Young Learners
- Cambridge English: *Key for Schools*, *Preliminary for Schools*, *First for Schools*
- Cambridge English: *Advanced* and *Proficiency*





Benefits of using Can Do statements in the classroom

- suggest areas students need to work on
- give a clear indication of progress
- allow teachers and learners to monitor problem areas
- give a sense of achievement.



Modern approach to language learning and teaching

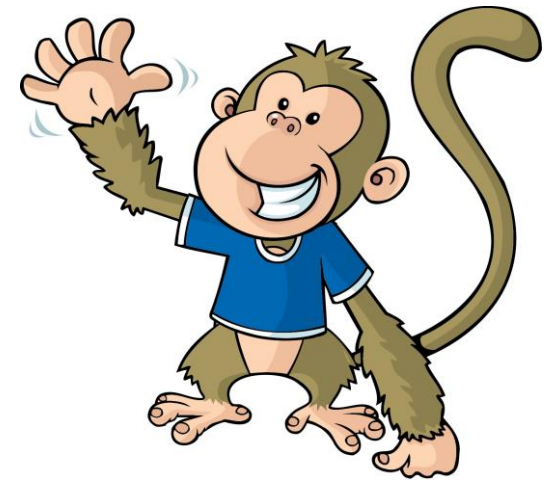
- based on the notion of **communicative proficiency** – the increasing ability to communicate and operate effectively in the target language – rather than on specific linguistic knowledge
- skills-based (**Can Do statements**)
- **communicative purpose**



Do primary students need exams?

Cambridge English: Young Learners

**Who do we call
Young Learners?**





Who are young learners?

Children **aged 7-12** who normally
have a great skill in using limited language
creatively
take great delight in talking



What is typical of young learners?

- generally display curiosity about the world;
- learn from everything around them, indirectly rather than directly;
- abstract concepts are difficult to deal with;
- love discovering things, making or drawing things, using their imagination, moving from one place to another, solving puzzles;
- have a short attention span;
- love everything colourful and bright.



Course aims

- create positive attitude to language learning and encourage future learning of English
- develop reading, writing, listening, speaking skills
- familiarise students with exam task types and equip them with effective exam strategies
- develop learner autonomy
- create a positive impression of international tests



One exam – three levels



Overview of the YLE Listening tests

	Length (approx.)	Number of tasks	Number of questions
Starters	20 minutes	4	20
Movers	25 minutes	5	25
Flyers	25 minutes	5	25

Overview of the YLE Reading and Writing

	Length	Number of tasks	Number of questions
Starters	20 minutes	5	25
Movers	30 minutes	6	40
Flyers	40 minutes	7	50

YLE Speaking test

Part	STARTERS (3-5)	MOVERS (5-7 min.)	FLYERS (7-9 min.)
1	Point to correct part of the picture	Identify 4 difference between pictures	Identify 6 differences in candidate's picture from statements about examiner's picture
2	Place object cards on the scene picture as directed	Describe each picture from a sequence in turn	Answer and ask questions about two people, objects or situations
3	Answer questions about the picture with short answers	Identify odd-one-out from a picture set and give reasons	Describe each picture from a sequence in turn
4	Answer questions about object cards with short answers	Answer personal questionss	Answer personal questions
5	Answer personal questions with short answers		



Speaking assessment criteria

	STARTERS	MOVERS	FLYERS
Reception	Listening and interaction	Listening and interaction	Listening and interaction
Production	Language – words and phrases	Appropriacy, extent and promptness of response	Appropriacy, extent and promptness of response
			Grammar and vocabulary
Pronunciation	Pronunciation	Pronunciation	Pronunciation



What skills need to be trained?

Listening

- for words (colours, numbers) and prepositions
- for specific information

Reading for gist and for specific information

Writing (= spelling one word answers, copying words)

Speaking (understanding and following spoken instructions, responding to personal questions, >>> describing and giving reasons)



What can you do at A2 level?

- greet people, react to news
- handle very short social exchanges
- discuss what to do, where to go and make basic arrangements
- get simple information about things that are of interest to them



Do primary students need exams?



Cambridge English: Young Learners

- The tests are **fun** and activities are similar to what children do in class (e.g. drawing, telling stories, etc.)
- Schools can offer the test(s) most **appropriate** to the level of their students and evaluate their primary programmes using **internationally recognised certification**
- **Positive assessment** - no fail (so non-threatening) >>> a positive impact on learner **motivation**



Cambridge English: Young Learners

- Learning English to international standards from a young age >>>
preparation for other Cambridge exams
- Objective evidence that a child is **progressing in English** and develops **communicative skills**
- Obtaining a certificate gives candidates a great deal of **confidence in using English**



Cambridge English:

Key (KET) for Schools

Preliminary (PET) for Schools

First (FCE) for Schools



Cambridge English: for Schools exams

Key for Schools

- Recognised as a basic qualification in English by colleges and employers around the world
- Certifies at Level A2 on the CEFR, B1 for those achieving a distinction

Preliminary for Schools

- Recognised as an intermediate qualification in English by colleges and employers around the world
- Certifies at Level B1 on the CEFR, B2 for those achieving a distinction

First for Schools

- Recognised as an upper-intermediate qualification in English by colleges and employers around the world
- Certifies at Level B2 on the CEFR, C1 for those achieving an A grade



Why “for Schools”?

Why?

- an increasingly younger candidature
- increased interest from school sector

Who for?

- primarily targeted at children in compulsory education

How do the exams differ from those for students and adults?

- treatment of topics

In what ways are they the same?

- exam format and concepts on which they are based, grading and assessment and administration remain the same
- the same certificate



Aren't State Exams more important?



Listening

Cambridge English: Key for Schools

- 25–30 minutes
- understand announcements and other everyday spoken material.

Cambridge English: Preliminary for Schools

- 30–35 minutes
- understand a range of recordings including announcements and texts from everyday life
- understand attitude and intention
- take notes.



Cambridge English: Key for Schools

Reading and Writing

Reading and Writing are combined

1 hr 10 minutes, 50% of total mark

Reading:

- based on signs, short messages, brochures, newspapers and magazines
- understand the main message
- choose the best word to fill a gap
- match functional statements or questions with responses.

Writing:

- write a short message or note based on three required pieces of information.



Cambridge English: Preliminary for Schools

Reading and Writing

Reading and Writing are combined

1 hr 30 mins

Reading

- based on signs, labels, journals, newspaper and magazine articles
- understand the main points, attitude and intended effect
- select words to fill in gaps in a text through understanding of lexico-structural patterns.

Writing

- write a short message
- write a story or letter of 100 words on a familiar subject
- manipulate sentence structure using given lexical and grammatical patterns.



Cambridge English: First for Schools

Paper	Timing	Parts and questions
Reading and Use of English	1 hour 15 minutes	7 parts 52 questions
Writing	1 hour 20 minutes	2 parts
Listening	approx. 40 minutes	4 parts 30 questions



Writing assessment criteria

- **Content** How well the candidate has fulfilled the task.
- **Communicative Achievement**
How appropriate the writing is for the task and whether the candidate has used the appropriate register.
- **Organisation**
The way the candidate puts together the piece of writing; is it logical and ordered? Are the ideas linked together well?
- **Language**
Focuses on vocabulary and grammar, including range and how accurate it is.



Classroom activities

Dictogloss

Tell the students that you are going to dictate a long sentence. They cannot write while you are dictating but should listen carefully. When you finish they can write what they remember of the sentence.

In pairs the students then compare their sentences and create one new sentence. Two pairs then get together and write one final sentence.



Classroom activities

Circular Stories

Teacher dictates the first line of the story. Each student must then write two more sentences. When they finish their two sentences they should give their sheet of paper to the student on the left, who will write two more sentences continuing the story. Students should continue writing and passing the papers around their group until they get their original story back. Then the student should finish the story (in however many sentences it takes).

A nice letter

Dear Auntie Jean,

Hello. How are you? I'm fine. I just thought I would write and tell you what a nice school trip I am having here in Hawaii.

It's a really nice hotel right on a nice beach. As you can imagine the view from our nice hotel room is really nice. I went swimming in the nice swimming pool as soon as we arrived this morning. Oh, and I must tell you about the weather – it's absolutely nice. The weather forecast says it's going to stay that way for the whole two weeks which is very nice.

Tomorrow we are planning a trip to a nice local village where you can buy nice local handicrafts which I want to get for presents and souvenirs. I've heard the jewellery is nice and you know how I love to buy that kind of thing!

Well, I suppose I should go now as I'm about to have lunch at a nice restaurant on the seafront. It's said to serve the nicest local dishes.

See you when I get back.

Lots of love,

Jenny.



Classroom activities

- completing gapped essays
- improving sentences (including peer and self-correction)
- product writing
- process writing



Aren't State Exams more important?



Speaking test format (B1)

Two examiners and two candidates.

Part 1 (2–3 minutes): candidates answer questions from the interlocutor on personal information.

Part 2 (2–3 minutes): candidates discuss a simulated situation together to evaluate alternatives and negotiate an agreement.

Part 3 (3 minutes): each candidate has an extended turn (about a minute) to describe a photograph.

Part 4 (3 minutes): candidates have a general conversation together discussing opinions, likes and dislikes, etc., on the topic of Part 3.



Speaking test format (B2)

Part 1 (2–3 minutes) Interview: candidates answer questions from the interlocutor on personal information.

Part 2 (4–6 minutes) Long run: each candidate is asked to compare two photographs, and to make a further comment about them in response to a task. The listening candidate is also asked to comment (30 seconds) after their partner's turn.

Part 3 (4-5 minutes) Collaborative task: candidates are asked to respond to a written stimulus which forms the basis for a discussion.

Part 4 (4-6 minutes) Discussion: the interlocutor directs the interaction by asking questions which encourage the candidates to broaden the topics introduced in Part 3.



Assessment Criteria

- fluency
- interaction
- discourse management
- pronunciation
- accuracy
- vocabulary range
- appropriacy



Discussion is

- a type of discourse that involves students in personalised and fluent use of English;
- an extended communication (often interactive) dealing with a particular topic;
- exploring an issue via interaction

How is discussion checked?

Part 1 – personal questions

Part 2 – comparing 2 pictures, answering the questions

Part 3- collaborative task involving choice-making and prioritising

Part 4 – broader questions on the issue from part 3, addressed to one or both speakers



Subskills for Discussion

Thinking

Evaluating

Active listening

Open-minded analysis of the question

Using target language

Intonation patterns



Useful Tips

Choose a topic to interest the students

Make sure everyone understood the task

Ensure the students know the target language

Ensure the students know functional language
(initiating, responding, negotiating)

Practise active listening and polite interruption

Practise “lifting” responses

Keep in mind the goal and the time limit

Make sure the goal is achieved



Cambridge English Project

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Cambridge English: for Schools exams

- provide accurate and consistent assessment of language skills at a range of levels as well as knowledge of language structure and use
- relate the examinations to teaching curricula in such a way that they encourage positive learning experiences
- are fair to all candidates, whatever their national, ethnic and linguistic background >>>
motivate students and build their confidence
- stepping stone towards higher level qualifications
- certificates valid for life

Progressing through the CEFR levels

CEFR Level	Guided Learning Hours
C2	Approximately 1,000-1,200
C1	Approximately 700-800
B2	Approximately 500-600
B1	Approximately 350-400
A2	Approximately 180-200
A1	Approximately 90-100



Possible classroom activities

Find your partner with picture cards

The students are given a card. They must find their partner(s) who have the same card. They may not look at each others' cards and must ask questions. E.g. 'Is there rain on your card?' 'On my card it's sunny.'

Follow-up with a discussion of the topic.

Possible classroom activities

The signature game (Find someone who...)

Each student has a worksheet. They should ask questions. When another student answers 'Yes, I did' to their question that student needs to sign student A's handout in the right space.

The aim is to write a different name in each space. Students could ask follow-up questions, e.g. 'What sport did you play?' 'Where did you play it?' etc.



Possible classroom activities

Map of the town

Hand out maps of the town to each pair of students.

Students have to imagine that a new classmate wants to find out about the best places to visit/the best clothes shop/the nicest cinema etc. Students discuss in pairs what they recommend.

Could be extended into writing.