



# **Information Technologies in Teaching and Testing Schoolchildren: Cambridge Experience**

# Internet Safety

1. How many hours a day do you spend on the internet?
  - a) less than 1
  - b) 1 to 2
  - c) 3 to 4
  - d) more than 4



2. What electronic device do you use most often for going online?

- a) smartphone
- b) tablet
- c) laptop computer
- d) desktop computer

3. How much do you think you know about internet safety?

- a) nothing
- b) a bit
- c) quite a lot
- d) a lot



# Cambridge English Prepare!

Where English meets Exams





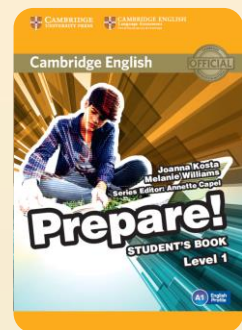
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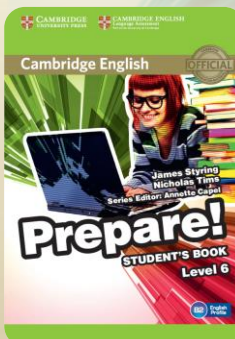
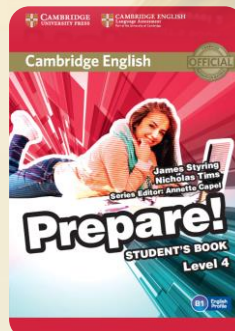
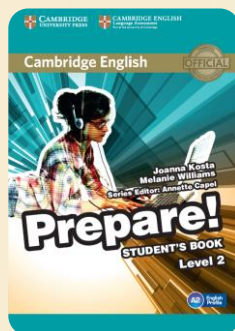
CAMBRIDGE ENGLISH  
Language Assessment  
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# Cambridge English





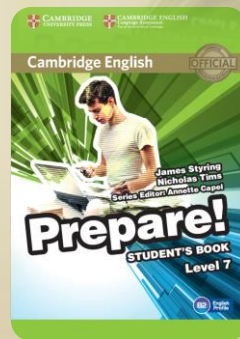
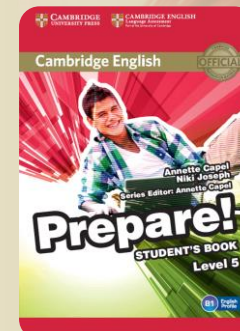
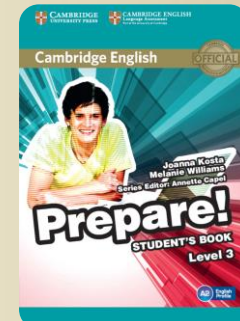
**Starter**



## Key for Schools

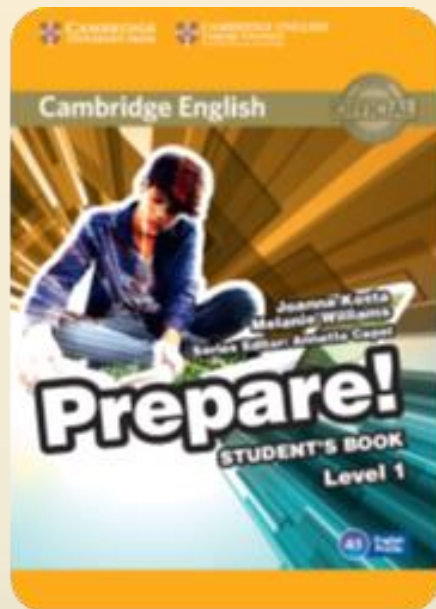
## Preliminary for Schools

## First for Schools





# How it works

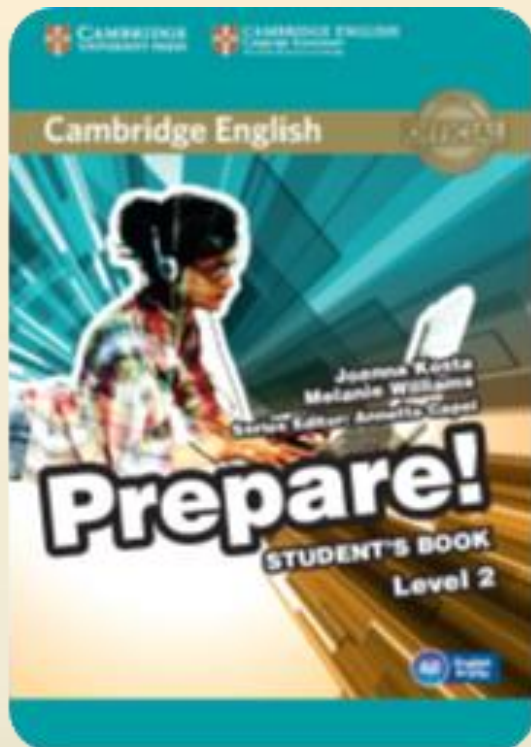


Level 1

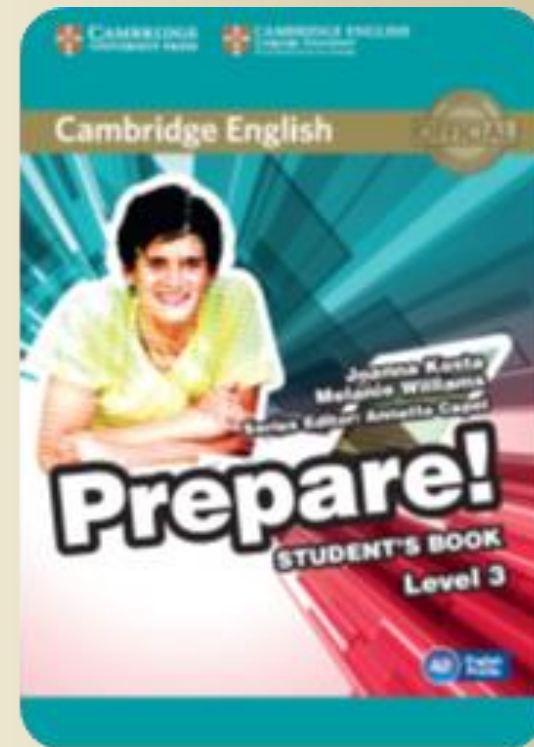
60 - 110 hours

Pre-Key for Schools

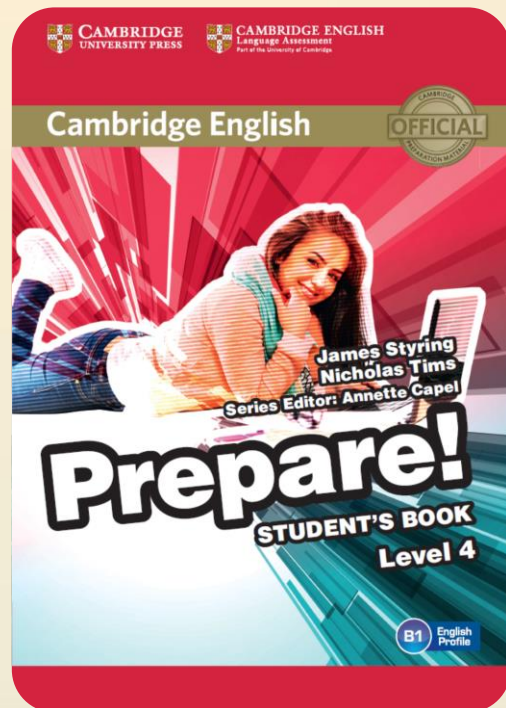




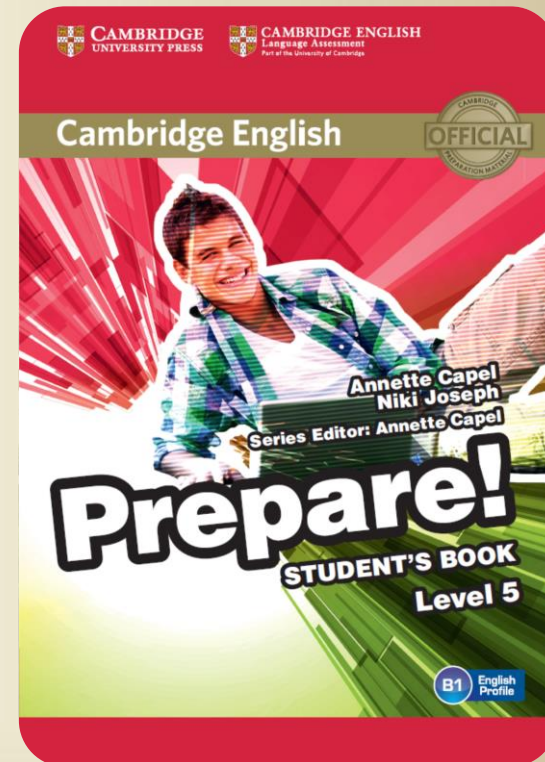
Level 2  
60 - 110 hours  
Key for Schools  
Exam style tasks x 1



Level 3  
70 - 130 hours  
Key for Schools  
Exam style tasks x 2

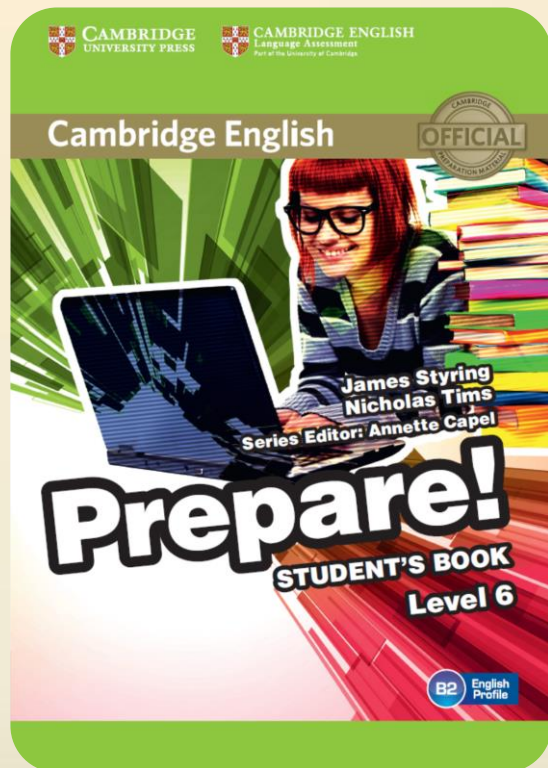


Level 4  
80 - 140 hours  
Preliminary for Schools  
Exam style tasks x 1

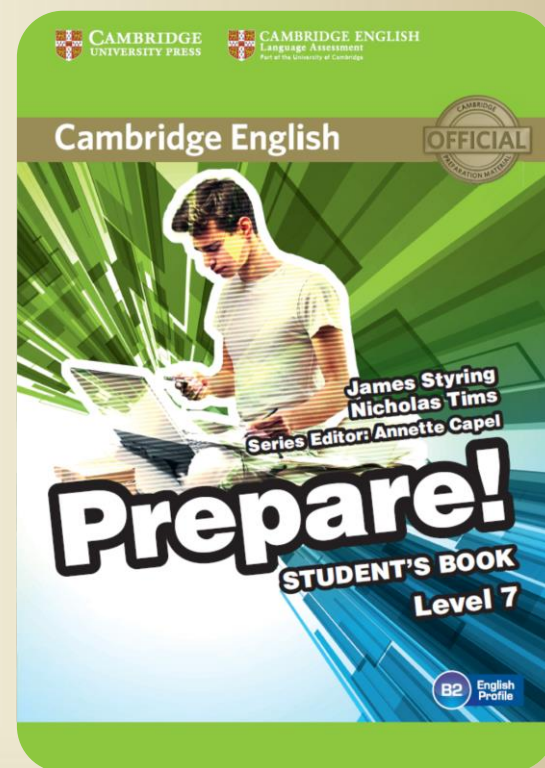


Level 5  
80 - 160 hours  
Preliminary for Schools  
Exam style tasks x 2





Level 6  
80 - 140 hours  
First for Schools  
Exam style tasks x 1



Level 7  
80 - 160 hours  
First for Schools  
Exam style tasks x 2

# Where ***English*** meets ***Exams...***

## Digital:

- Presentation Plus
- Online workbook
- Videos + worksheets
- Testbank

## Plus:

- Progress Tests every 2 units
- Assessment Tests every 4 units
- Learner Corpus worksheets
- Pronunciation worksheets



# Where **English** meets *Exams...*

## What we need for General English

- Motivating themes
- Short units for Generation Z attention span.
- A wide variety of topics for vocabulary range
- Cross-curricular topics and projects
- Culture units with global issues
- Development of writing and speaking skills
- Grammar reference with additional activities
- Lively video interviews with teenagers
- Personalisation



All of the exam topics are thoroughly covered throughout the course

## 10 Animals and us

### VOCABULARY Animals in danger

#### Your profile

How important are animals to you? Do you have any favourite animals? Which country are in danger? Why?

A range of motivating themes encourage discussion and develop vocabulary range

#### About you

8 What animals do people in your family have? Think about: pets animal helpers farm animals Share your ideas with your partner.

Which of these animals is the best? Give your reasons.

bluefin tuna



tiger



- 2 Listen to three teenagers, Daniel, Ruth and Tommy. What problems does each person mention?
- 3 Complete the sentences with the words in the box. Then listen again and check.

creatures crops environment humans  
jungle landscape population rainforest

- This is a serious problem, as serious as saving the \_\_\_\_\_.
  - The \_\_\_\_\_ of honeybees today is far smaller than it used to be.
  - Bees and other insects help our \_\_\_\_\_ to grow in the fields.
  - People say that bluefin tuna is one of the tastiest living \_\_\_\_\_ in the sea.
  - The balance of the ocean \_\_\_\_\_ will be damaged forever.
  - This is all due to the actions of \_\_\_\_\_.
  - The \_\_\_\_\_ where they live is changing, as more trees are cut down.
  - The areas of \_\_\_\_\_ are getting smaller.
- 4 Work in groups. Decide which animal in the pictures is the most important to humans. Can you all agree?

#### 5 Discuss the questions.

- How important is it to protect animals in the wild?
- What could you do to help?
- Is enough being done to save the rainforest in your opinion?

#### Word profile Besides

Besides, without them we wouldn't have nearly as many plants and flowers.

There are other kinds of tuna besides the bluefin that we can eat instead.

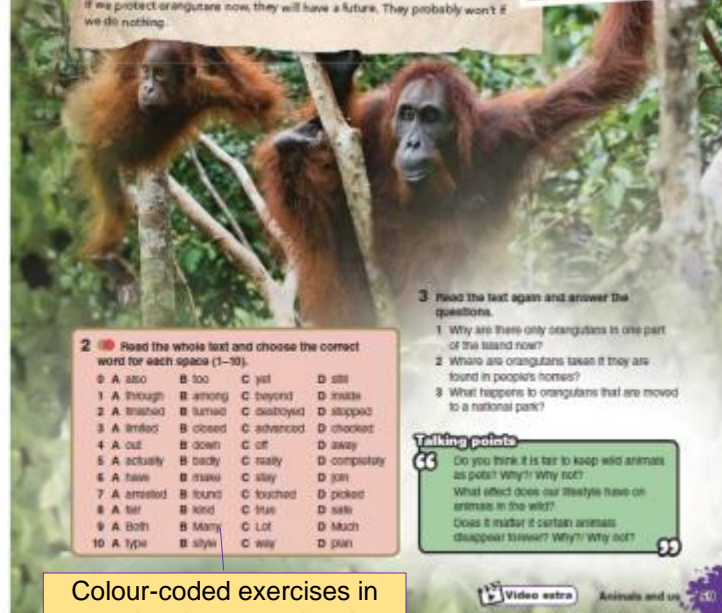
Besides being hunted, tigers are facing another challenge.

### READING

- 1 The photos show the Sumatran orangutan. Read the text quickly to find out at least three facts about this creature. Compare your ideas.

## ANIMALS IN DANGER

There used to be orangutans across the whole island of Sumatra and (1) A. on Java. This animal lives high up (1) \_\_\_\_\_ the trees of tropical rainforests, eating fruit. Unfortunately, because humans have (2) \_\_\_\_\_ much of this forest, the Sumatran population is now (3) \_\_\_\_\_ to the north of the island. There are only around 7000 left and this number is going (4) \_\_\_\_\_. Unless we do more to help them, they will disappear (5) \_\_\_\_\_. People are not allowed to (6) \_\_\_\_\_ orangutans as pets in Indonesia. If any are (7) \_\_\_\_\_ in private homes, they are taken to a rescue centre. When they are healthy enough, they are transferred to a (8) \_\_\_\_\_ area in a national park. (9) \_\_\_\_\_ of the orangutans that are rescued in this (10) \_\_\_\_\_ and up living happily in the wild and produce babies. If we protect orangutans now, they will have a future. They probably won't if we do nothing.



#### 3 Read the text again and answer the questions.

- Why are there only orangutans in one part of the island now?
- Where are orangutans taken if they are found in people's homes?
- What happens to orangutans that are moved to a national park?

#### Talking points

“ Do you think it is fair to keep wild animals as pets? Why? Why not? What effect does our lifestyle have on animals in the wild? Does it matter if certain animals disappear forever? Why? Why not? ”

Colour-coded exercises in exam levels 3, 4 and 7 alert the teacher to exam-style tasks





## Culture

### Animals as national symbols

1 Look at the photos of animals. Can you name them all? The names are in the box at the bottom of page 63.



2 Read the Animal Facts box and complete these comparisons with the animals from exercise 1.

**ANIMAL FACTS**

WE OFTEN think of animals as having a certain quality, connected with the body or the mind. We can make comparisons with animals with those qualities. *as bold as a lion*

1 as big as _____	5 as heavy as _____
2 as brave as _____	6 as proud as _____
3 as busy as _____	7 as quiet as _____
4 as gentle as _____	8 as tall as _____

3 Why do you think some countries choose to have an animal as a national symbol on their flag or coat of arms? Which animals from the list above do you think are national symbols? Why?

4 Read the text quickly to check your answers to exercise 3. Do any of the animals surprise you? Why?



### ANIMALS and COUNTRIES

If you wanted to show the world your idea of yourself, how would you do it?

Many countries do this by using national symbols, i.e. what they get off their coats of arms, flags, and so on. When an animal is used in this way, it's a national animal.

Click here for a list of national animals.

How do countries choose their national animals? Well, they usually choose an animal that comes from their country. The national animal of Tanzania, East Africa, for example, is the giraffe, which lives there as well as in other African countries. What about the most popular national animal of them all, the lion? The lion's natural environment is Africa so it is the animal of a number of African countries, such as Kenya or Liberia. That makes sense. What about England, Belgium, the Netherlands and Bulgaria, though? They all have the lion as their national symbol, but lions don't come from these countries. In many cases the main reason for selecting an animal as the national symbol is not because of its natural environment but because of the qualities we believe the animal has. The lion is the national animal of many countries because we think of lions as being strong, proud, honest and brave. Those are all qualities that countries like to believe they possess.

Another national symbol like this is the eagle, the symbol of the United States since 1782, and of many other countries, such as Mexico, Egypt and Germany. We see eagles as proud and honest, too, but besides all this – they are free. A lot of national symbols, partly because they show the idea of freedom.

Other national animals include, for example, the elephant, in countries as far from each other as Thailand and Mozambique. This is seen as an honest and hard-working animal. An interesting symbol is the wolf, national animal of Turkey and many southern European countries such as Portugal and Italy. But don't we see the wolf as a cruel hunter that exists alone? In fact, there are many other opinions of the wolf too. It was believed, for example, that the man who started Rome, Romulus, Remus, were brought up by a wolf. That explains Italy's choice of the wolf. Also, the wolf is a distant cousin of the dog, has lived and worked with humans for centuries.

The qualities we look for in a national symbol are often human – strong, brave, intelligent, so honest, so hard-working, so free.

Level 5 Student's Book

5 Match the qualities to the animals. Write the name of the animal next to the qualities.

- 1 proud, alone
- 2 hard-working and honest
- 3 proud and brave
- 4 free and proud

6 These statements about the animals are incorrect. Correct them and underline the part of the text that shows you this.

- 1 National animals always come from the countries whose symbol they are.
- 2 Lions don't originally come from Europe.
- 3 The main reason why birds are often national animals is because they are proud.
- 4 The wolf is still seen as a cruel and nasty creature.
- 5 Elephants are always wanted to capture slaves.

Cross-curricular and 'Culture' pages encourage interest in wider issues and stretch students

## Maths

### Speed calculations

1 0.88 Match the pictures to the top speeds in the box. Then listen and check your answers.



2 Read the text. Explain the words speed, distance and time.

#### Calculating speed

Speed is a measure of how fast something moves. We often calculate speed in kilometres per hour (km/h). That is how many kilometres something travels in one hour. For example, if Car A goes 100 kilometres in two hours, it's travelling at 50 km/h. If Car B goes the same distance in only 30 minutes, it's travelling at 200 km/h.

Car A: 100 km ÷ 2 hours = 50 km/h  
Car B: 100 km ÷ 0.5 hours = 200 km/h

#### Converting speed

We can change speeds from kilometres per hour to metres per second (m/s). We multiply by 1,000 (the number of metres in one kilometre) and then divide by 3,600 (the number of seconds in one hour). To convert m/s into km, we do the opposite. We multiply by 3,600 (seconds in an hour) and divide by 1,000 (metres in a kilometre).

Car A: 50 km/h ÷ 3,600 = 3,600 = 13.89 m/s  
Car B: 200 km/h ÷ 3,600 = 3,600 = 55.56 m/s  
13.89 m/s × 3,600 = 1,000 = 50 km/h  
55.56 m/s × 3,600 = 1,000 = 200 km/h

#### Calculating distance and time

If we know a car's speed and the amount of time it travels, we can find out the distance it goes. We multiply the speed and the time.

Car C: Speed = 80 km/h  
Time = 2 hours  
Distance = 80 × 2 = 160 kilometres

If we know a car's speed and the distance it travels, we can calculate the time it takes. We divide the distance by the speed.

Car D: Speed = 50 m/s  
Distance = 5,000 metres  
Time = 5,000 ÷ 50 = 100 seconds

3 Calculate the speeds in km/h. Then convert.

- 1 A plane travels 2,500 km in 3 hours.  
Speed = \_\_\_\_\_ km/h or \_\_\_\_\_ m/s
- 2 A train travels 450 km in 3.5 hours.  
Speed = \_\_\_\_\_ km/h or \_\_\_\_\_ m/s
- 3 A boat travels 140 km in 1.5 hours.  
Speed = \_\_\_\_\_ km/h or \_\_\_\_\_ m/s
- 4 A person walks 2.25 km in 0.5 hours.  
Speed = \_\_\_\_\_ km/h or \_\_\_\_\_ m/s

4 Study the speed chart. Calculate the missing information for distance and time.

	speed	Distance	time
1 motorcycle	80 km/h		0.5 h
2 bike	4.5 m/s	4,050 m	
3 helicopter	18 m/s		0.25 h
4 speedboat	30 km/h	10 km	

5 0.88 Listen to a student presentation about the SonicStar. Complete the summary below.

**SonicStar**

The SonicStar is a new aeroplane that will start flying in the year 1..... It will be a supersonic aeroplane, so it will travel faster than the speed of sound, or Mach 1, which is 1..... km/h.

The new plane's top speed will be Mach 1..... or 1..... km/h. That's faster than the Concorde, which flies at Mach 1..... or 1,350 km/h. The new plane will also fly very high, at an altitude of 1..... km. Most planes don't fly higher than 12,000 km.

The SonicStar will only carry about 1..... passengers. It will travel from London to New York in 1..... hours, and from London to Sydney, Australia, in about 1..... hours. At the moment, a non-stop passenger flight from the UK to Australia takes about 21..... hours.

**Project**

Prepare a presentation about a form of transport. Use the internet and your own calculations to answer the following questions.

- 1 What form of transport is it?
- 2 How many passengers does it carry?
- 3 What is the top speed it can go?
- 4 How far can it travel in 3 hours?
- 5 What advantages does it have?
- 6 Are there any disadvantages?

Present your report to the class.

#### FAMOUS TRANSPORT SYSTEMS

- High-speed trains: Shinkansen (Japan), TGV (France), AVE (Spain), KTX (South Korea), TGV (France), CRH (China)
- Fast ferries: Ferries (Argentina), Ocean Arrow (Japan), Tarifa Jet (Spain)
- Bus Rapid Transit: TransMilenio (Colombia), MCTC (South Africa), TransJakarta (Indonesia), Ahmedabad BRTS (India)









## UNIT 5

### COMPARATIVE AND SUPERLATIVE ADVERBS

Adjective	Adverb	Comparative regular	Superlative
slow	slowly	more slowly	the most slowly
easy	easily	more easily	the most easily
simple	simply	more simply	the most simply
beautiful	beautifully	more beautifully	the most beautifully
Irregular			
good	well	better	the best
fast	fast	faster	the fastest
hard	hard	harder	the hardest
late	late	later	the latest

We use **adjectives** to describe a noun and **adverbs** to describe a verb.

- We form most adverbs by adding **-ly** to the adjective.  
quick → quickly, careful → carefully, easy → easily
- Some adverbs do not end in **-ly**.  
good → well, fast → fast, hard → hard, late → late

We use **comparative adverbs** to compare two things.  
My brother talks **more quickly** than me.

- We use **more** with adjectives that finish in **-ly**.  
Jack did the exam **more carefully** than Nick.
- The opposite of **more** is **less**.  
Nick did the exam **less carefully** than Jack.
- We add **-er** to fast, hard and late.  
Peter swims **faster** than Mike. Jim arrived **later** than me.
- The comparative form of the adverb well is better.  
My sister speaks French **better** than my mum.
- We can also use **often** to compare things.  
I play tennis **more often** than basketball.
- We can also use (not) **as + adverb + as** to compare things.  
Oliver talks **as loudly as** Phil. (= They both talk loudly.)  
Jane doesn't write **as quickly as** Paula. (= Paula writes more quickly than Jane.)

We use **superlative adverbs** to compare one thing with three or more things.

- My dad walks **the most slowly** in our family.
- We use **most** with adjectives that finish in **-ly**.  
The maths teacher speaks **the most quickly**.
- The opposite of **most** is **least**.  
Kevin did his exam **the least carefully**.
- We add **-est** to fast, hard and late.  
Jason ran **the fastest** so he won the race.
- The superlative form of the adverb well is the best.  
My grandma cooks **the best** in my house.
- We can also use **often** to compare things.  
When I was young, I played football **the most often**.

### Practice

1 Write the adverb, comparative and superlative of the adjectives.

- cheap, cheaply, ..... , .....
- heavy, ..... , .....
- fast, ..... , .....
- good, ..... , .....
- serious, ..... , .....
- wonderful, ..... , .....

2 Complete the sentences with the comparative or superlative form of the adverb in brackets.

- Natalie ran ..... (fast) so she won the race.
- Laura won the competition because she danced ..... (beautiful).
- I watch films ..... (often) than sports programmes.
- My sister plays the guitar ..... (well) than me.
- Matt's mum helped him so he finished the homework ..... (easily) than us.
- Luke's teacher was happy with him because he did the exercise ..... (quickly).

3 Complete the sentences with **as + adverb + as**.

- We all finished the exam quickly. I finished the exam **as quickly as** my friends.
- I arrived home late but my brother arrived home later. I didn't arrive home ..... my brother.
- My best friend speaks more quietly than me. I don't speak ..... my best friend.
- My parents eat very slowly. My dad eats ..... my mum.
- William watches TV more often than his sister. William's sister doesn't watch TV ..... William.
- My cousin is the best guitar player in my school. Nobody plays it ..... him.

# *Where English meets **Exams**...*

## **What we need for Exam Preparation**

- Exam style tasks written and edited by exam experts
- Approved by Cambridge English Language Assessment
- English Vocabulary Profile guarantees language level
- Gradual exposure to exam tasks means students are fully prepared for the exam
- Cambridge Learner Corpus means students avoid making common grammar mistakes

# The Exam Journey

**Student Book**

1 x each exam-style task (not highlighted)

**Workbook**

1 x each exam-style task (not highlighted)

**Teacher's Book**

Full description of all exam-style tasks

**Video**

Speaking Tests and Worksheets

**Student Book**

2 x each exam-style task (highlighted)

5 x Exam Profile spreads

**Workbook**

1 x each FULL LENGTH exam task (highlighted)

**Teacher's Book**

Full description of all exam-style tasks

**Video**

Speaking Tests and Worksheets

**Testbank**

4 x Authentic Practice tests

Levels 2, 4, 6

Levels 3, 5, 7





## 5 School

### Choose your topic carefully

#### READING

- 1 What do you like doing best in your lessons? Do you ever have to give talks?
- 2 Read the tips about how to give a good talk. Which one do you think is the most useful?

#### HOW TO

### GIVE A GOOD TALK

#### BEFORE THE TALK ...

- 1 Choose carefully. You can talk more easily about something you like and know about.
- 2 It's often better to say less! Choose a few ideas and think about how to communicate them clearly to your audience.



**BEGINNING:** It's important to start well, so think of an interesting way to begin.

**MIDDLE:** You should say three important things about your topic. Think the most carefully about this part of your talk as it is the longest section.

**END:** You don't want your talk to end badly. People often remember the ending the best, so why not plan this part of your talk first?

4 Write your main ideas on a card. This helps you remember your talk better when you practise.

- 5 Practise at home. When you can do it easily without notes, then you're ready.



#### WHEN YOU DO THE TALK ...

6 Talk less quickly than you usually do but speak more clearly and more loudly than usual. Make sure that everyone can hear you easily.

7 Talk to your audience, not to your hands or to the floor. Look quickly around the room at people's faces and check they are listening.



GOOD LUCK!

- 3 Read the tips again. Match the headings to the paragraphs.

- a Don't try to say too much
- b Don't speak too fast
- c Get an idea
- d Make notes
- e Look up not down
- f Plan your talk
- g Prepare

#### GRAMMAR Comparative and superlative adverbs

- 4 Look at these adverbs from the reading.

- a It's important to start **well**.
- b Look **quickly** around the room at people's faces.
- c Speak **more loudly** than usual.
- d Talk **less quickly** than you usually do.
- e Think the **most carefully** about this part of your talk.
- f People often remember the ending **the best**.

Examples a and b have simple adverbs.  
Examples c and d have comparative adverbs.  
Examples e and f have superlative adverbs.

- 5 Read the text again and find other adverbs. Are they simple, comparative or superlative? Choose the right words to complete the sentences.

- 1 We usually use **than** after *comparative / superlative* adverbs.
- 2 We use **the** before *comparative / superlative* adverbs.

→ Grammar reference page 500

- 6 Complete the table.

Adjective	Simple adverb	Comparative adverb	Superlative adverb
bad			
			the best
			the most carefully
	quickly		
easy			

- 7 Choose the right words to complete the sentences.

- 1 Laura always does her homework too **quickly** / **more quickly** and makes mistakes.
- 2 Hans spoke more **quietly** / **the most quietly** of all the people in the class.
- 3 My dad drives much **carefully** / **more carefully** than my mum does.
- 4 You speak English really **good** / **well**.
- 5 I swim often / **less often** than I did when I was younger.

#### Corpus challenge

Can you find and correct the mistake here?  
✓ The weather was very well.

#### LISTENING AND READING

- 8 **1.28** Gabby, Dylan and Finn are planning their talks for the school challenge. Listen to Finn practising his talk. Does he follow the advice in the text?

- 9 Gabby and Dylan discuss Finn's talk. Complete the conversation between the two friends. What does Gabby say to Dylan? Write the correct letter A-H.

- Dylan: Let's discuss Finn's talk. Shall I start?  
Gabby: 0 I ...  
Dylan: OK. Well, the beginning was good, wasn't it?  
Gabby: 1 ...  
Dylan: But after that, he stopped. Why was that?  
Gabby: 2 ...  
Dylan: Perhaps he did. Anyway, then he spoke too fast.  
Gabby: 3 ...  
Dylan: Do you remember what the third part was?  
Gabby: 4 ...  
Dylan: That's right! And what did you think of the end?  
Gabby: 5 ...  
Dylan: Our advice is lots more practice, then!
- A I agree. It was hard to understand all his ideas.  
B You're right. He started very clearly.  
C He didn't remember to look at his watch.  
D Wasn't it something about people being boring?  
E Yes, you go first!  
F It wasn't too bad, but he needs to improve it.  
G Did you like the beginning as well?  
H I think he forgot what to say next!

#### VOCABULARY

- 10 Are these 'school words' or 'school subjects'?

art biology chemistry classroom  
dictionary diploma music paper  
physics sport uniform  
passport take an exam

#### SPEAKING

- 11 Give a 30-second talk about school. Choose from the ideas below, or use your own.  
Everyone should wear school uniform.  
School holidays are too short.



## Exam profile 1

### Paper 3: Speaking Talking about yourself

#### What is Part 1?

- Questions from the examiner about you

- 1 The examiner will ask you questions like these. Which need short answers and which need longer answers?

- |  |  |
|--|--|
| 1 What's your name? How do you spell that? | 4 What do you like doing in your free time?  |
| 2 Where do you come from?                  | 5 Tell me something about your family.       |
| 3 What's your favourite subject at school? | 6 Tell me something about your last holiday. |

#### Speaking Part 1 Now you try

- Ask the examiner to say the question again if you don't understand.
- When the examiner says 'Tell me about ...' try to answer in two or three sentences.

- 2 Ask and answer with a partner. Take turns to be the examiner.

### Paper 2: Listening Answering questions about short conversations

#### What is Part 1?

- Five short conversations with five multiple-choice questions based on pictures.

- 1 2.35 Look at the pictures for question 1. Write down some words you think you are going to hear in the conversation. Read the question carefully. Is it asking about what Ann has got, or what she wants? Now listen and answer the question. Listen again to check your answer.

- 1 What would Ann like to get for her room?



#### Listening Part 1 Now you try

- You will hear something about each picture, but only one picture answers the question.
- You hear the conversation twice, so don't worry if you miss the answer the first time.

- 2 2.36 Now answer questions 2 and 3. You will hear each conversation twice. There is one question for each conversation. For each question choose A, B or C.

- 2 Where did they go camping last year?



- 3 What are the boys going to do now?



### Paper 3: Speaking Part 2 Talking to your partner

#### What is Part 2?

- You get some information from the examiner and answer five questions.
- You get some notes from the examiner and ask questions about prices, times, addresses, etc.

#### Speaking Part 2 Now you try

- Use the prompts to make full questions.
- Listen carefully to your partner's questions and answer them in full sentences.

Now B, ask A your questions about the wild animal park and A, you answer them.

Candidate A, here is some information about a wild animal park.		Candidate B, you don't know anything about the wild animal park, so ask A some questions about it. Use these words to help you.	
<b>African Days Wild Animal Park</b> Open daily 10 am to 5 pm (Winter 4.30 pm) Elephants, monkeys, birds and much more! Tickets: Over 16s £20 Under 16s £11.50 info@africananimals.com		<b>Wild Animal Park</b> name / wild animal park? close?  ? children's ticket ? £ ? elephants? email address?	

### Paper 1: Reading and Writing Completing a short text

#### What is Part 7?

- One or two short texts, such as emails or notes
- 10 spaces for you to fill in

- 1 Read the two emails. Why is Shammi happy? What does he want Bart to do?

To: Bart  
From: Shammi

Guess what? Mum says I can paint the walls in (1) my bedroom. I'm really happy (2) now! (3) you want to come and help me do it (4) weekend? When can you come? I'm free (5) day on Saturday, and on Sunday afternoon too.

To: Shammi  
From: Bart

That's great news! (6) course I can come and help. I know (7) much you hate your pink walls! Is it OK (8) I come off ten on Saturday morning? By the way (9) colour are we going to use? I painted my room black a few weeks (10) and it looks fantastic!

- 2 Now complete Shammi's email. Look at the spaces. What kinds of words are missing? Write ONE word for each space.

#### Reading and Writing Part 7 Now you try

- Only write one word in each space, or you will not get the mark.
- Spell each word perfectly, or you will not get the mark.

- 3 Complete Bart's email to Shammi.



What do we mean when we  
say somebody is **good** at  
speaking?



$$SP = F + AC + AP + C$$

Speaking =

+ Fluency

+ Accuracy

+ Appropriacy

+ Confidence

# How can we help build speaking confidence?



- Have students **practice** and **prepare**
- **Visualise** exam conditions





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# Cambridge English



# Exam Training

- Non-exam levels visit exam-style tasks at least once
- Exam levels visit exam-tasks at least twice (plus workbook)
- Skills focus on exam tasks
- Common mistakes
- English Vocabulary Profile
- Speaking test videos and worksheets

# English Training

- Process writing and speaking
- Semi-Inductive grammar and consolidation
- Culture and Cross-curricular topics
- Vocabulary, 'powerful words' and pronunciation
- Vox-Pop videos

# Prepare! Key Features

1. **FLEXIBLE:** 7-level General English course for secondary
2. **INTEGRATED:** Cambridge English *for Schools* exam preparation
3. **UNIQUE:** The only *for Schools* course endorsed by Cambridge English Language Assessment
4. **OFFICIAL:** officially endorsed preparation materials by Cambridge English Language Assessment
5. **DIGITAL:** tools for students and teachers
6. **English Profile:** topic-based lexical syllabus driven by what should be achieved at each CEFR level
7. **Cambridge Learner Corpus** informed





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Cambridge English

# Testbank

# What is it?

- Online Cambridge English Official Practice Tests
- Four tests per exam
- Teacher led or self-study
- Cambridge English Test Platform

## How it works:

- Test mode
  - One attempt
  - Timed
  - Report by Skill
- Practice mode
  - Multiple attempts
  - No time limit
  - Report by Part
- Test replicated in Cambridge English Computer-based exam environment
- Managed online in a simple LMS
- Drill down and see individual student answers



## **‘Video’ Speaking Practice**

- ‘Timed’ test simulation
- Examiner asks questions
- Students record themselves
- Playback
- Submit for teacher review



## ***CAMBRIDGE LEARNING MANAGEMENT SYSTEM***

The assessment and personalised practice are available on the Cambridge Learning Management System (CLMS). The CLMS also includes access to the online workbook, gradebook and other communication tools such as blogs and forums.



## Websites Frequently Used by US Teens and Millennials, by Age, Nov 2013

% of respondents

	14-18	19-24	25-34	Total 14-34
YouTube	74%	68%	62%	68%
Facebook	60%	67%	72%	66%
iTunes	39%	34%	36%	36%
Instagram	35%	31%	36%	34%
Twitter	31%	28%	34%	31%

Source: The Intelligence Group, "The Cassandra Report, Fall/Winter 2013" as cited in Adweek, Feb 5, 2014

169457

www.eMarketer.com





[Home](#)
[Notifications](#)
[Calendar](#)
[Reports](#)

[Class Home](#)
[Content](#)
[Resources](#)
[Class Tools](#)
[Gradebook](#)

**A2 Elementary English Class 1: Gradebook** > View by student(s)

[Print](#)
[View by content](#)
[Gradebook setup](#)

**Class Details**

**Class name:** A2 Elementary English Class 1  
**Class expires:** 26 Jun, 2015  
**Product:** Cambridge English Progress A2 Elementary  
**Number of students:** 6

**Average progress:** 48%  
**Average score:** 73%

**Student Overview**

Students' average scores

Score (%)

**Students' Details**

Student Performance

Student Name	Username	Score	Progress	Time Spent	Last Accessed
Giovanni Bello	gbello	55%	47%	18:15	19 Mar, 2014 11:10
Adriana Ventura	aventura	76%	47%	23:30	22 Mar, 2014 13:20
Handan Seiber	hseiber	62%	48%	22:13	20 Mar, 2014 12:27
Vladimir Novikov	vnovikov	71%	46%	20:03	22 Mar, 2014 14:09
Marisa de Moraes	mmoraes	91%	51%	24:50	23 Mar, 2014 16:32
Marcin Nowak	mnowak	85%	49%	24:19	23 Mar, 2014 09:25

**Legend**

- Item included in grade calculation
- Number of attempts
- Comment from teacher

Teacher

## Before                      The Role of Video                      Now

- Exploited as audio
- Not integrated into other skills or language work
- Seen as light entertainment
- Consisted of inauthentic material specially prepared for the classroom

- Visual dimension exploited
- Integrated into coursebooks & programs
- Seen as a stimulus to, or culmination of, other tasks
- Consists of authentic material and/or genres, sometimes adapted for the classroom

Language Focus

Skills Practice

**Uses of  
video**

Stimulus

Resource





# Points to consider when exploiting video



**Context**  
Authentic or  
inauthentic?

**Text**  
Scripted or  
unscripted?

**Format**  
With or  
without  
subtitles?

**Length**  
How short is  
short?

**Motivation**  
Does it  
speak to the  
learners?

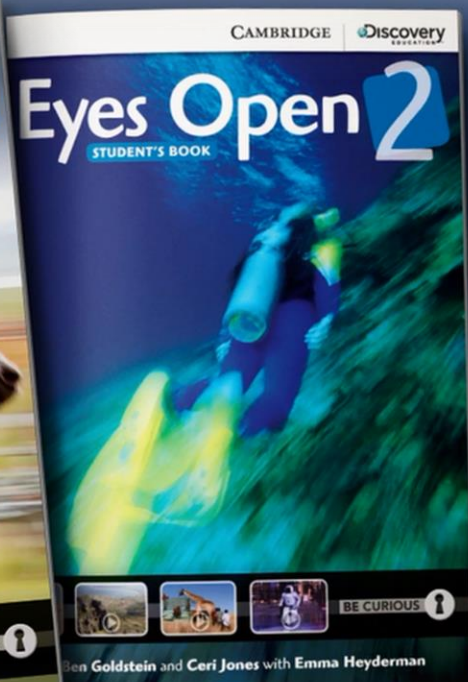
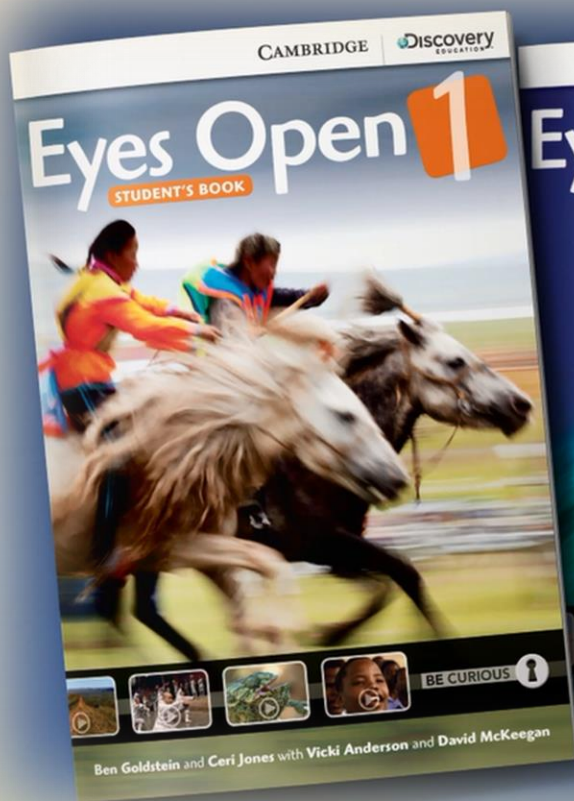


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# Cambridge English







# What's video like in 'Eyes Open'?

Four video clips in every unit include:

- Three documentary style Discovery Education videos
- One video modeling speaking with teenagers who are expressing their views

# What are digital components in 'Eyes Open'?

- Online activities and games in Online Workbook
- Video DVD
- Presentation Plus DVD
- Learning Management System

# Thank you!

8-916-304-08-86

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