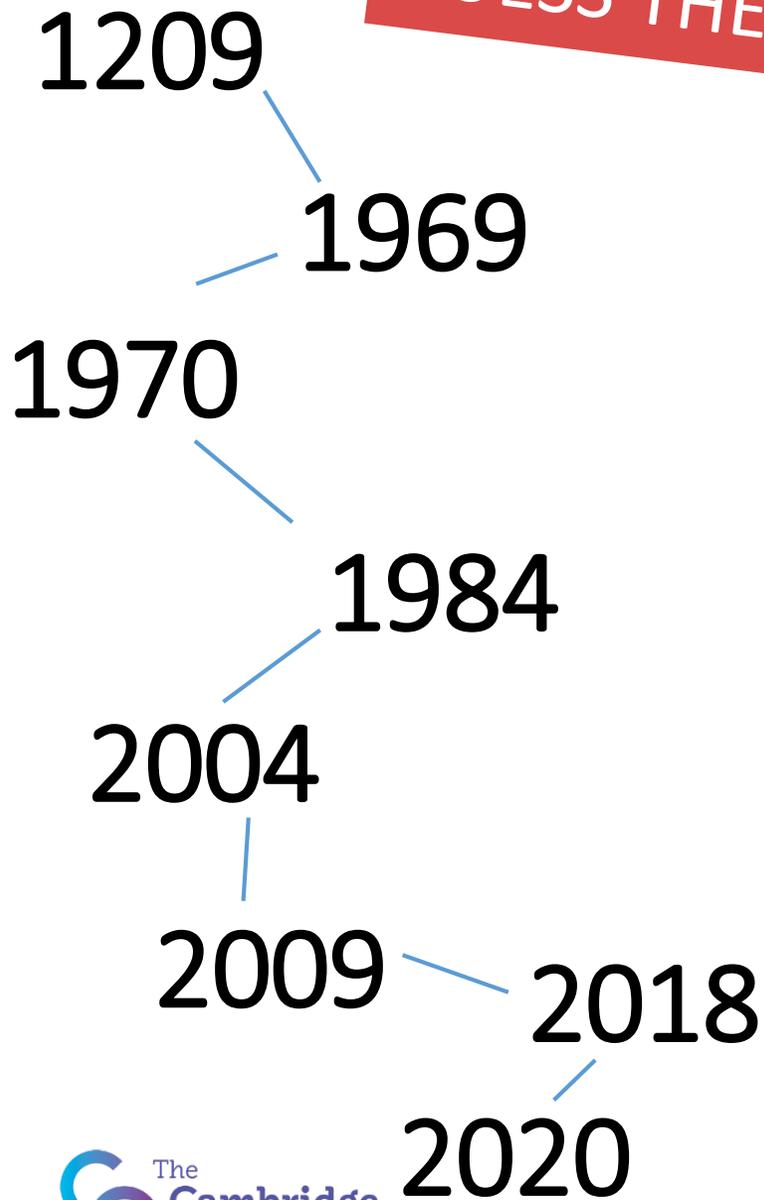


GUESS THE DATES ...



Small steps and giant leaps –
making the A2 Key/B1
Preliminary exam journey
count.

Stuart Vinnie



Small steps and giant leaps –
making the A2 Key/B1
Preliminary exam journey
count.

Stuart Vinnie

#CambridgeExp19



1. Small steps: exploring what we already do
2. Giant leaps: embracing holistic principles
3. Lift off: moving upwards



1. Who?
2. Where?
3. What's happening?
4. Why?



1. Who?
2. Where?
3. What's happening?
4. Why?

Where ... all the verbs ..?

A man at the bus stop. He for a bus. He a book and his book. It a very good book but he the bus coming.



- a) **Pairs As + Bs. Show picture to Bs.**
- b) Next, show all 3 pictures and apply the same questions. Students share ideas.
- c) Students guess the verbs – check tense and meaning.
- d) Ask B to describe from memory.
- e) Students guess the complete story.
- f) Now show example text with verbs missing.
- g) Show question frame – pairs reformulate description together.

TASK: Unjumble the procedure

- a) **Pairs As + Bs. Show picture to Bs.**
- d) Ask B to describe from memory.
- g) **Show question frame – pairs reformulate description together.**
- b) Next, show all 3 pictures and apply the same questions. Students share ideas.
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- f) Now show example text with verbs missing.
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ANSWER

- a) **Pairs As + Bs. Show picture to Bs.**
- d) Ask B to describe from memory.
- g) **Show question frame – pairs reformulate description together.**
- b) Next, show all 3 pictures and apply the same questions. Students share ideas.
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- f) Now show example text with verbs missing.
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Speaking

Listening

Reading

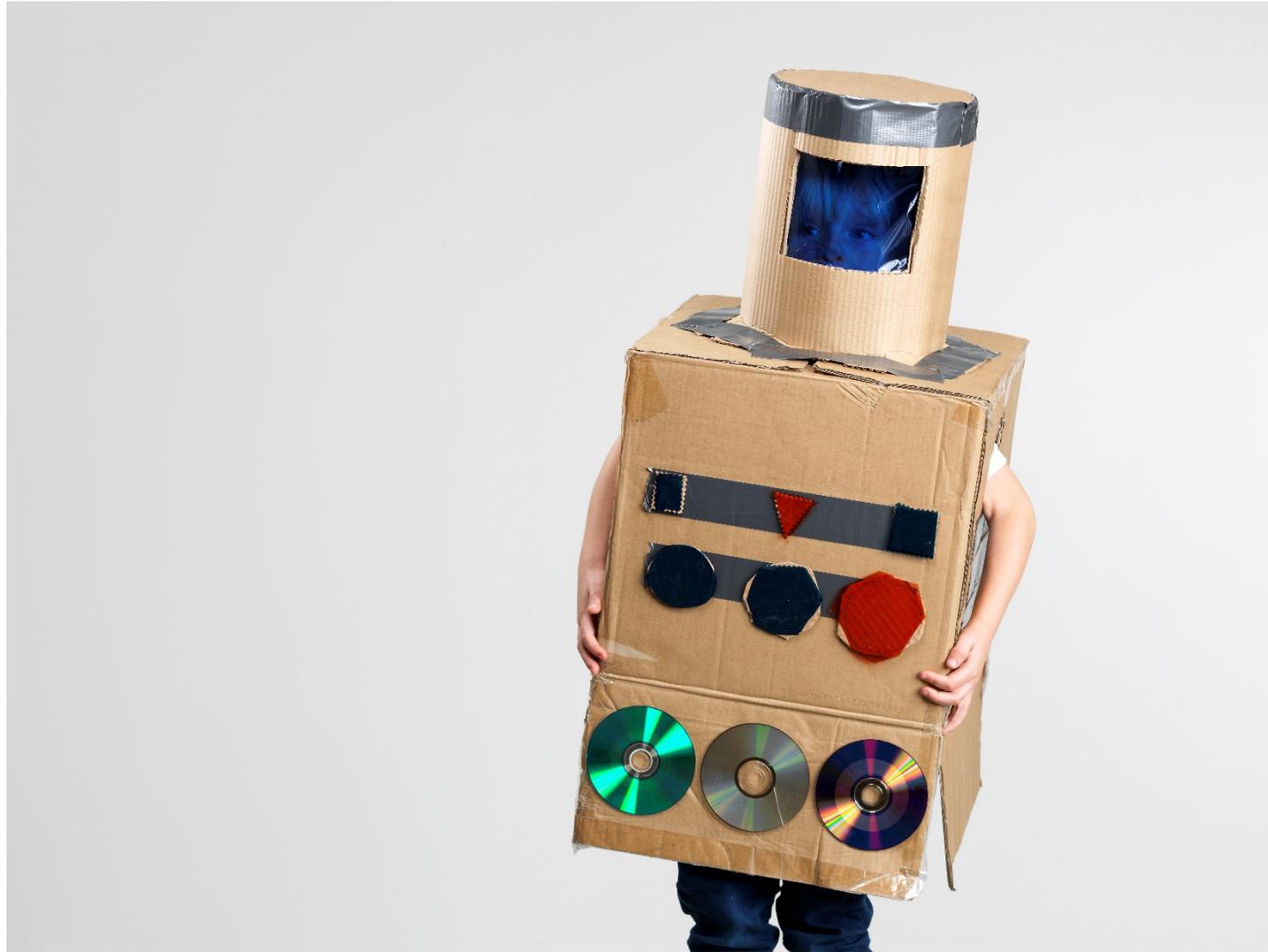
Writing

Past tense verb forms

“Process” language

- *This part tests candidates' ability to write short narratives*

What other skills are we enabling?



What other skills are we enabling?

1. Invites others to give their opinions during the task.

2. Identifies characters, setting, plot and themes in a story.

3. Uses own ideas for doing creative activities, like retelling stories.

4. Listens and responds positively to feedback, and understands when corrections are needed.



What other skills are we enabling?

Collaboration

1. Invites others to give their opinions during the task.

Creative thinking

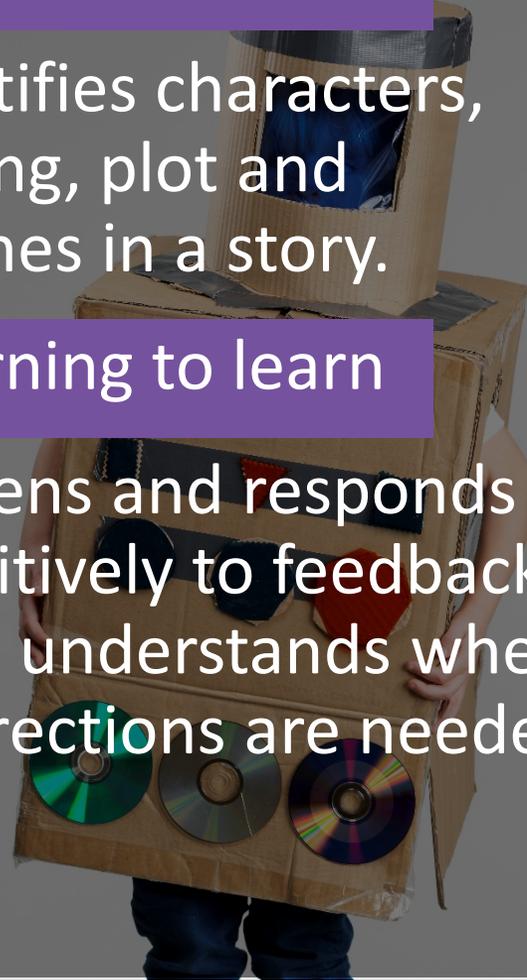
3. Uses own ideas for doing creative activities, like retelling stories.

Critical thinking

2. Identifies characters, setting, plot and themes in a story.

Learning to learn

4. Listens and responds positively to feedback, and understands when corrections are needed.



Where ... all the verbs ..?

A man at the bus stop. He for a bus. He a book and his book. It a very good book but he the bus coming.



2020 exam update

At a glance – what's new?

Reading and Writing

1	Multiple-choice short texts	Understanding six short messages.	6
2	Matching	Read three short texts for specific information and detailed comprehension. Same as one of the options for old Part 4 but always now three texts and A, B, C multiple-choice options (not Right, Wrong or Doesn't Say).	7
3	Multiple-choice long text	Read one longer text for detailed understanding and main ideas. Same as one of the options for old Part 4.	5
4	Multiple-choice gap fill	Read a text and choose missing words (A, B, C) to fill in the gaps. Same as old Part 5 but shorter.	6
5	Open gap fill	Read a text and write words in the gaps. Same as old Part 7 but shorter.	6
6	Writing a short message	Write a message in response to information given. Same as old Part 9 but students now write 25 words or more, rather than writing 25–35 words.	1
7	Writing a short story	Write a short story based on three pictures, 35 words or more.	1

2020 exam update

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1. Small steps: exploring what we already do
2. Giant leaps: embracing holistic principles
3. Lift off: moving upwards-forwards

2020 exam update

At a glance – what's new?

Listening

Part	Task	Format	No. of questions
1	Multiple-choice short texts	Listen to seven short texts for specific information and choose the right picture (A, B, C). Same as old Part 1.	7
2	Multiple-choice short texts	Listen to six short texts for attitudes and opinions, and choose the right option (A, B, C).	6
3	Gap fill	Listen to a longer text and write down missing information in the gaps. Same as old Part 3.	6
4	Multiple-choice long text	Listen to a longer text for specific information, detailed meaning, attitudes and opinions. Same as old Part 2.	6

2020 exam update

At a glance – what's new?

Listening

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2020 exam update

At a glance – what's new?

Listening

Part	Task	Format	No. of questions
1	Multiple-choice short texts	Listen to five short texts for specific information and choose the right picture (A, B, C). Same as old Part 1.	5
2	Gap fill	Listen to a longer text and write down missing information in the gaps (a word, number, date or time). Same as old Part 5.	5
3	Multiple-choice long text	Listen to a longer text for specific information, feelings and opinions. Same as old Part 3.	5
4	Multiple choice	Listen to five short texts for the main idea or message.	5
5	Matching	Listen to a longer text for specific information. Same as old Part 2.	5

The trouble with listening



1. You will hear two friends talking about a film they have just watched. They agree that

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1. You will hear two friends talking about a film they have just watched.

Girl: So what did you think of the film?

Boy: It was pretty good, I thought. It was quite long but it was certainly more interesting than the last one we watched.

Girl: I don't know. I found it rather slow and a bit hard to follow in places. And I noticed a lot of people in the seats around us left before it ended.

Boy: Yes they did, and it was a shame because they missed the best bit in the last few minutes. I really didn't expect it to finish like that.

Girl: That was quite a shock, wasn't it?

Reflect ...

- Language skills and practice?
- Life skills?

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Collaboration

I gave supportive feedback to other participants' comments.

1 2 3 4

I encouraged and built on others' ideas by adding to them or asking follow-up questions.

1 2 3 4

I stayed on task throughout the activity.

1 2 3 4 5

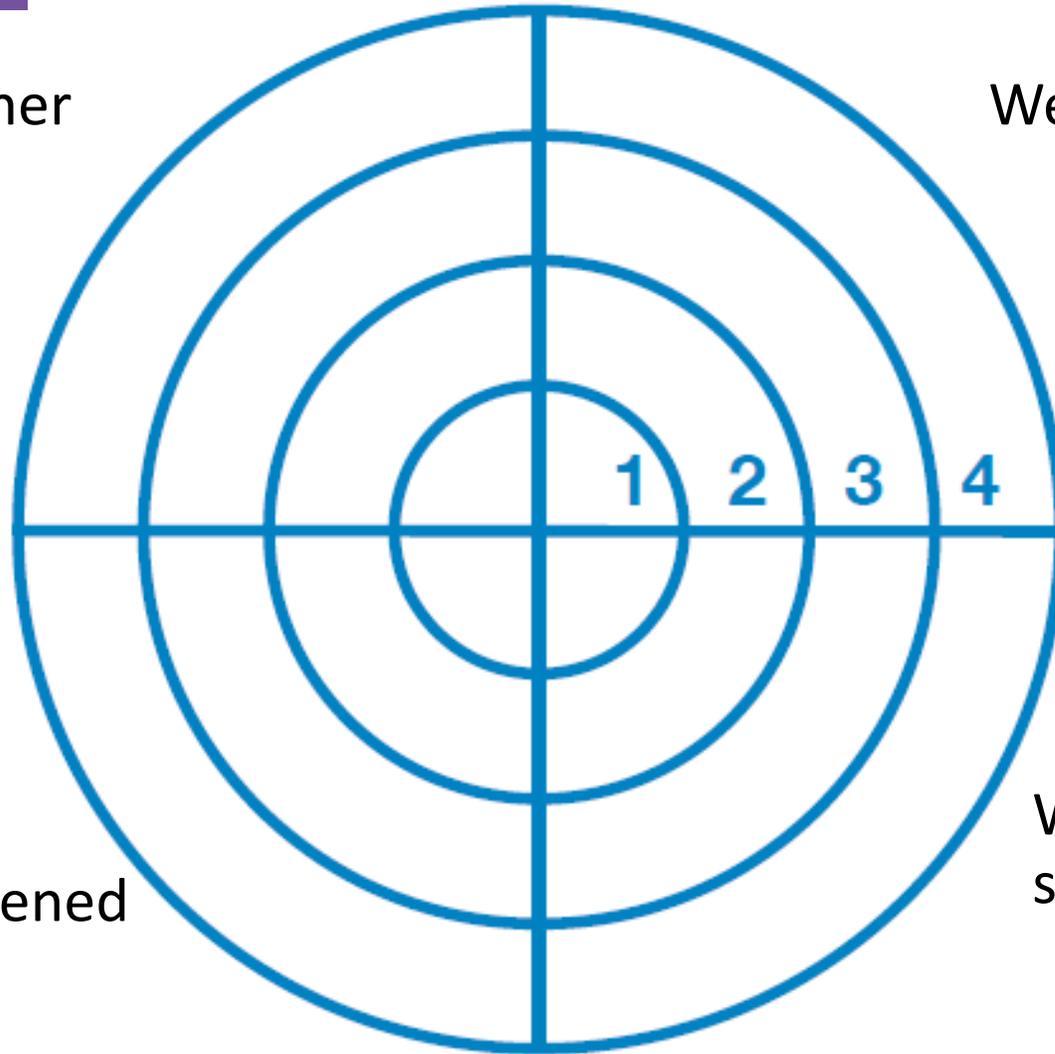
I shared ideas and suggestions about familiar and unfamiliar topics during tasks

1 2 3 4 5

Social responsibilities

We helped each other solve problems.

We tried new things.



We were confident to share our own ideas.

We all talked and listened to each other.

Reflect ...

- Language skills and practice?
- Life skills?
- What happens next?

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Girl: So what did you think of the film?

Boy: It was **pretty good**, I thought. It was **quite long** but it was **certainly** more interesting than the last one we watched.

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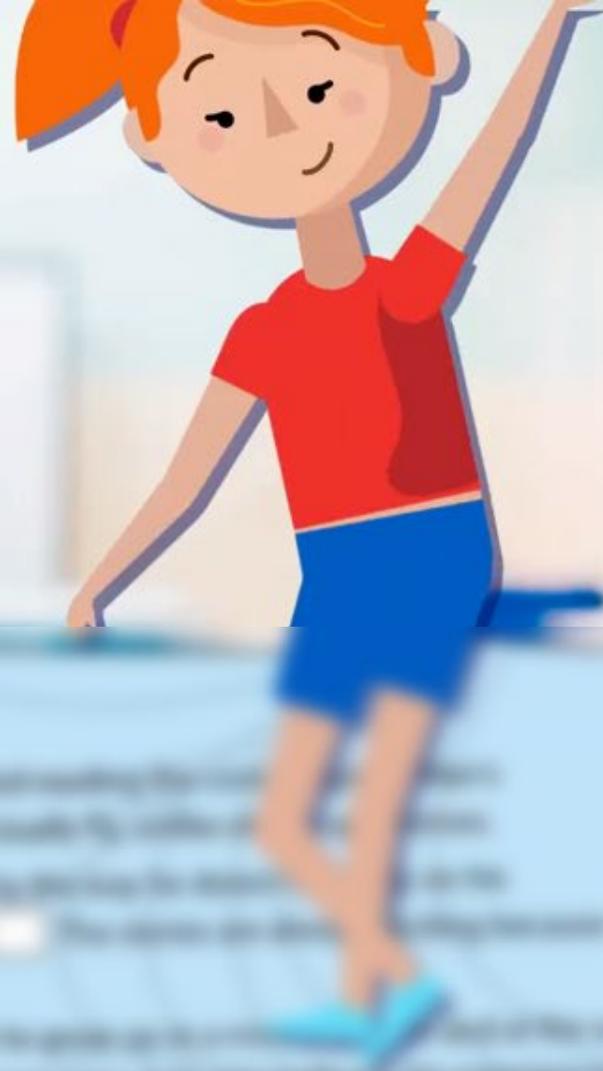
Boy: Yes they did, and it was a shame because they missed **the best bit** in the last few minutes. I really didn't expect it to finish like that.

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1. Small steps: exploring what we already do
2. Giant leaps: embracing holistic principles
3. Lift off: moving upwards-forwards

Quickly read the text - what is each paragraph about?



WHAT I LEARNED FROM THE TEXT

The text is about the importance of reading and learning from books. It discusses how books can help us understand the world and ourselves better. The author mentions that reading is a great way to spend time and that it can be fun. They also talk about how books can help us learn new things and improve our skills. The text is written in a simple, easy-to-read style and is intended for young readers. It is a good example of how to write an informative text that is both interesting and educational.

Focussing on

- A **Instead**, he has to be really brave and clever and it takes a huge amount of effort.
- B **This is** [redacted] he's always telling jokes and doesn't take life too seriously.
- C **The most** [redacted] **thing is** that he always tries to do the right thing and to help people.
- D He [redacted] sometimes has problems in his relationships with girls.
- E [redacted] **why** most children want to have a Spider-Man costume.
- F [redacted] **isn't because** I think he has the best super powers.
- G [redacted] **this**, he finds it hard to accept that his power is limited.
- H He became a superhero when he was [redacted] a teenager.

Focussing on

- A **Instead**, he has to be really brave and clever and it takes a huge amount of effort.
- B **This is because** he's always telling jokes and doesn't take life too seriously.
- C **The most important thing is** that he always tries to do the right thing and to help people.
- D He **also** sometimes has problems in his relationships with girls.
- E **That's why** most children want to have a Spider-Man costume.
- F **This isn't because** I think he has the best super powers.
- G **Despite this**, he finds it hard to accept that his power is limited.
- H He became a superhero when he was **just** a teenager.

I've seen all the Spider-Man films, and when I was younger I also enjoyed reading the comics. Spider-Man's always been my favourite superhero. **1** For example, he can't actually fly, unlike other superheroes.

But Spider-Man has lots of other great qualities. I'm always impressed by the way he doesn't just rely on his amazing powers or any special equipment to defeat his enemies. **2** The stories are always exciting because winning isn't easy for Spider-Man like it is for some superheroes.

I also like the character of Peter Parker. **3** So he has had to learn to grow up as a normal person and at the same time he has had to deal with the challenges of being a superhero. In many ways, he's very ordinary. He experiences many of the same problems as everyone else. Peter Parker is shy and finds it difficult to make friends. **4** He can't tell anyone his secret, and this stops him from becoming close to anyone.

I think everyone can learn something from Spider-Man's example. Even though he occasionally makes bad decisions, he learns from his mistakes. **5** This is what makes him a true hero.

2020 exam update

Reading

At a glance – what's new?

Part	Task	Format	No. of questions
1	Multiple-choice short texts	Understanding five short messages of different types. Same as old Part 1.	5
2	Matching	Match five descriptions of people to eight short texts, reading for specific information and detailed comprehension. Same as old Part 2.	5
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4	Multiple-choice gapped text	Read to understand gist and text structure: choose the correct sentence to put in the gaps.	5
5	Multiple-choice gap fill	Read a text and choose missing words (A, B, C, D) to fill in the gaps. Same as old Part 5 but shorter.	6
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Reflect ...

- Adapt?
- Language skills and practice?
- Life skills?

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The Cambridge Life Competencies Framework

COMPETENCIES



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COMPETENCIES





1. Small steps: exploring what we already do
2. Giant leaps: embracing holistic principles
3. Lift off: moving upwards-forwards

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Exam updates 2020

A2 Key

A2 Key for Schools

B1 Preliminary

B1 Preliminary for Schools

Learn more about the changes



Kathryn Davies
Assessment Manager

<https://keyandpreliminary.cambridgeenglish.org/>

Overview

Featured

Official preparation materials

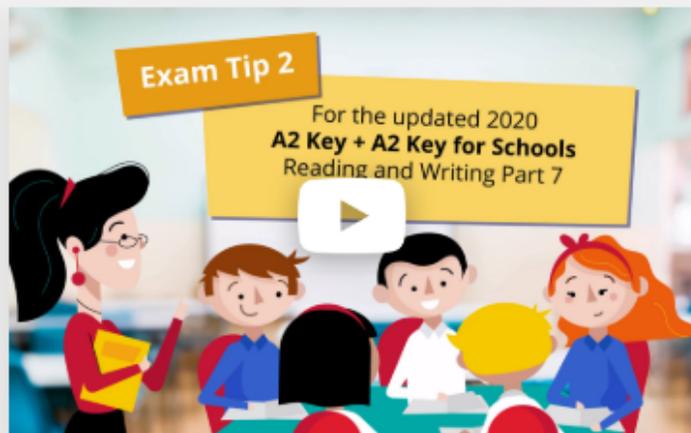
Free resources

A2 Key

A2 Key for Schools

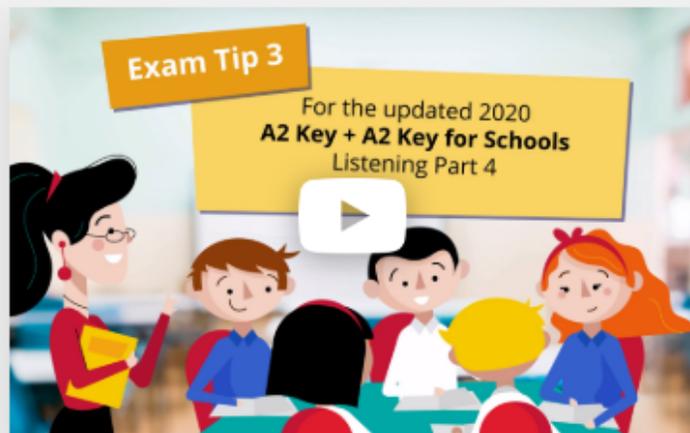
B1 Preliminary

B1 Preliminary for Schools



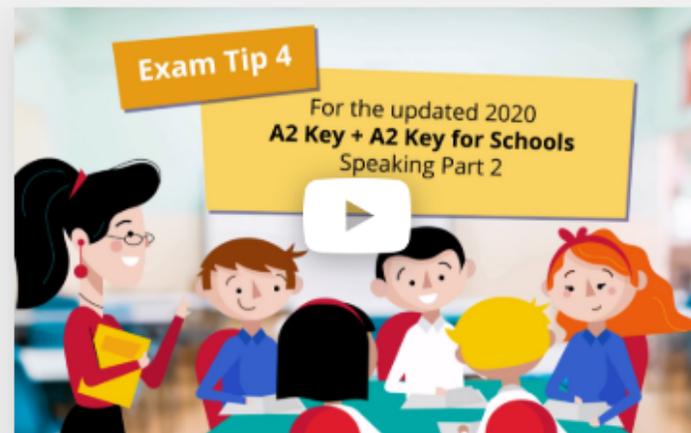
Exam tips 2 – A2 Key Reading and Writing Part 7

Tips for taking part 7 of the A2 Key Reading and Writing test



Exam tips 3 – A2 Key Listening part 4

Tips for taking part 4 of the A2 Key Listening test



Exam tips 4 – A2 Key Speaking part 2

Tips for taking part 2 of the A2 Key Speaking test



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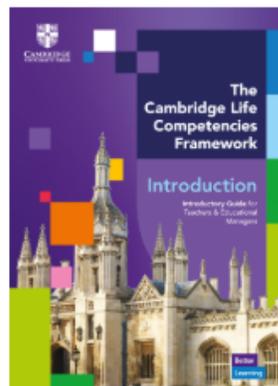
Cambridge Life Competencies Framework

How do we prepare our students to succeed in a fast-changing world? To collaborate with people from around the globe? To create innovation as technology increasingly takes over routine work? To use advanced thinking skills in the face of more complex challenges? To show resilience in the face of constant change? These are questions educators around the world are trying to address and to determine the skills and competencies our students need for the 21st century - each relating to different contexts.

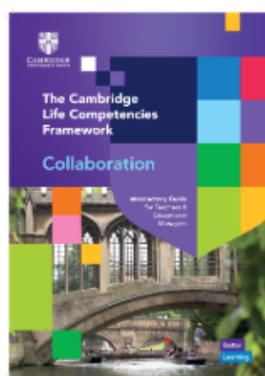
At Cambridge, we have been working on how we can help you with this and are responding to educators that have asked for a way to understand how all these different approaches to life competencies relate to English language programmes. We have set out to analyse what the basic competencies are. This is to help us create an underlying framework to interpret different initiatives. We have also started work on examining the different stages of the learning journey, and how these competencies vary across each stage. Click on the images below to view the introduction booklet and the booklets for each of the 7 competencies (pdfs).

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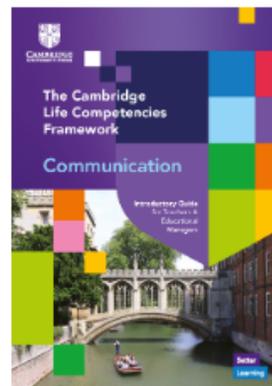
Introduction



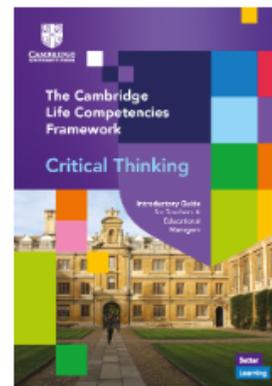
Collaboration



Communication



Critical Thinking



Creative Thinking



Emotional
Development



Learning to Learn



Social
Responsibilities

