Fun and achievement for young learners:
Teaching reading and writing skills
Who are you?

A. I’m a teacher.
B. I’m the co-ordinator/director of studies.
C. I’m a learner.
D. I’m a parent.
Where are you?
Fun and achievement for young learners:
Teaching reading and writing skills
Exams and CEFR levels

- *Cambridge English: Young Learners (YLE)*
- *Cambridge English: Key (KET) for Schools*
- *Cambridge English: Preliminary (PET) for Schools*
- *Cambridge English: First (FCE) for Schools*
- *Cambridge English: Advanced (CAE)*
- *Cambridge English: Proficiency (CPE)*
Exams and CEFR levels

A. Cambridge English: Starters
B. Cambridge English: Movers
C. Cambridge English: Flyers
D. All of the above
New graphics for 2014
Tests on computer and iPad

- enjoyable activities, attractive illustrations and familiar topics
- the latest child-friendly technology
- faster results
Downloadable sample test
Interactive games

[Image of a game interface with the title "Monkey Puzzles World Tour" and a button to "Play"]
Word list picture books

Word List Picture Books for Movers and Flyers coming soon!
Other new developments coming soon for *Cambridge English: Young Learners*

- Revised Sample Test Booklet
- Speaking test video
- Speaking test activities for parents
- Information for Candidates and Parents

www.cambridgeenglish.org/younglearners
Aims of this session

• to explore ideas of motivation
• to examine the testing of reading and writing in *Cambridge English: Young Learners*
• to share practical ideas on how to make preparation for *Cambridge English: Young Learners* tests fun and motivating
To motivate =

• to stimulate the
To motivate =

• to stimulate the interest of someone
To motivate =

• to stimulate the interest of someone

• to cause someone to
To motivate =

• to stimulate the **interest of someone**

• to cause someone to **want to do something**
To motivate =

• to stimulate the interest of someone

• to cause someone to want to do something

curious  amused  intrigued
challenged  entertained
Motivating activities

• games
• songs
• stories
• movement
• pictures
• working together
• problem-solving
Motivating activities

- games
- songs
- stories
- movement
- pictures
- working together
- problem-solving

- a positive classroom environment
- praise
- opportunities for risk
What don’t children enjoy?
What don’t children enjoy?

- working alone
- doing grammar exercises
- listening to others in the class
- reading aloud
- doing tasks that are too easy
- doing tasks that are too difficult
Theory of Multiple Intelligences

- mathematical
- kinaesthetic
- visual/spatial
- musical
- intrapersonal
- interpersonal
- linguistic

Based on Howard Gardner, 1983
John Atkinson’s theory of motivation

• All individuals can be characterised by two learned drives, a motive to approach success and a motive to avoid failure.

• From: *A Will to Learn*, Martin V. Covington, Cambridge University Press
success-oriented approach
Cambridge English: Young Learners

success-oriented approach

achievable tasks

collaboration

support

progressively more difficult

Cambridge English English (YLE)

There are three levels of test:
- Cambridge English Starters
- Cambridge English Movers
- Cambridge English Flyers.
Part 1
5 questions

Look and read. Put a tick (✓) or a cross (X) in the box.
There are two examples.

Examples

1

This is a flower. ✓

This is a goat. X

Questions

2

This is a bike.

3

This is a pineapple.

4

This is a television.

5

This is a guitar.
1. What skills are being tested in this part of the test?

Examples

- This is a flower. ✓
- This is a goat. ✗
- This is a pineapple.
- This is a television.
- This is a guitar.
Part 1
5 questions

Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.

Examples

1. This is a flower. ✓

2. This is a bike. 

3. This is a pineapple. 

4. This is a television. 

5. This is a guitar. 

Questions

1. This is a goat. ✗

2. What do students have to do in this part of the test?
3. How motivating do you think this task is?
Practising reading skills for Cambridge English: Starters Part 1

- Picture-matching
- Realia-matching
- Pelmanism
- Bingo
- Labelling a picture
Cambridge English: Starters Reading & Writing Part 3

Example

Questions

1

- - -

2

- - -

3

- - -

4

- - -

5

- - -

dress

na jse

es ohs

c j t k e a

ng a a b d h

rotsreus
Focus:
• correct spelling

Children have to:
• rearrange jumbled letters to spell individual words

Motivation is through:
• the puzzle
• the challenge
• support
• limited amount of writing needed.
Classroom idea: Cambridge English: Starters Part 3

1. Each group of children has a set of letters.
2. Choose one picture. Tell the children which letters they will need. They must see if they can make a word.
3. Show the flashcard. The groups make the word, spelling it correctly.
4. Check the spelling, focusing on patterns, e.g. -ou in trousers; -oe in shoe.
5. Repeat with five or six other words.
6. Children find the word which connects the picture and spell it (clothes).
Cambridge English: Starters Reading & Writing Part 3

Classroom ideas:

- spelling games
- hangman
- word searches
- picture crosswords
- Pelmanism
- matching games
Cambridge English: Movers Reading & Writing Part 2

Part 2

- 6 questions -

Look and read. Write yes or no.

Examples

There are five white towels in the bathroom. .................................................................

The two smallest bears are washing their faces. ............................................................... no

Questions

1. A big brown bear is having a shower. .................................................................

2. There are some glasses below the mirror. ...............................................................

3. The yellow bear is faster than the blue bear. .............................................................

4. There are four toys in the bath. .................................................................................

5. There are lots of boxes in the cupboard. .................................................................

6. The floor is wet and there is a toothbrush on it. ......................................................
1. What skills are being tested in this part of the test?

**Part 2**  
- 6 questions -

Look and read. Write yes or no.

**Examples**
- There are five white towels in the bathroom. yes  
- The two smallest bears are washing their faces. no

**Questions**

1. A big brown bear is having a shower. ........................................

2. There are some glasses below the mirror. ........................................

3. The yellow bear is faster than the blue bear. ........................................

4. There are four toys in the bath. ........................................

5. There are lots of boxes in the cupboard. ........................................

6. The floor is wet and there is a toothbrush on it. ........................................
2. What do students have to do in this part of the test?

Part 2
- 6 questions -

Look and read. Write **yes** or **no**.

**Examples**
- There are five white towels in the bathroom. **yes**
- The two smallest bears are washing their faces. **no**

**Questions**

1. A big brown bear is having a shower. ...........................................

2. There are some glasses below the mirror. ...........................................

3. The yellow bear is faster than the blue bear. ...........................................

4. There are four toys in the bath. ...........................................

5. There are lots of boxes in the cupboard. ...........................................

6. The floor is wet and there is a toothbrush on it. ...........................................
3. How motivating do you think this task is?

**Questions**

1. A big brown bear is having a shower.  
   ........................................

2. There are some glasses below the mirror.  
   ........................................

3. The yellow bear is faster than the blue bear.  
   ........................................

4. There are four toys in the bath.  
   ........................................

5. There are lots of boxes in the cupboard.  
   ........................................

6. The floor is wet and there is a toothbrush on it.  
   ........................................

**Examples**

There are five white towels in the bathroom.  
yes  ........................................

The two smallest bears are washing their faces.  
no  ........................................
Practising reading skills for Cambridge English: Movers Part 2

- Move from simple phrases to more complex sentences
- Label the picture
- Practise prepositional phrases, actions and comparatives
- True/false games with phrases or sentences
- Correct ‘mistakes’ in sentences
Part 4

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

My aunt went on holiday last ______________, but she couldn’t take her cat, Tiger, to a hotel with her, so he stayed with us. My aunt gave us some food for Tiger and Mum put it in the hall. Most of the time, Tiger enjoyed ______________ in our garden, but at dinner time he always came into the hall to eat. On Saturday afternoon, Mum said to me, “Can you give Tiger his food today because I have to go out?”

“Of course, Mum,” I answered and at five o’clock I went ______________ to call him. “Tiger! Tiger! Time to eat!”

But he didn’t come. I wanted to watch a TV programme in the living room so I ______________, a window for Tiger to come in. Ten minutes later, I heard something strange and I ______________ into the hall. When I got there, Tiger and three other cats from our street were all eating their dinner from his ______________

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1. What skills are being tested?
2. What do children have to do?
3. How motivating do you think this task is?
Practising reading skills for Cambridge English: Flyers Part 4

- Read for pleasure
- Match pictures to texts, or parts of texts
- Think about meaning first
- Do multiple-choice activities
- Spot the wrong word
- Gapped texts with cards
Part 7
- 5 questions -

Read the letter and write the missing words. Write one word on each line.

Example

Dear Camera Club,

I have read ................... the competition in your magazine.

1 I am sending you a photo that I .................. with my
camera in London last year. The picture is ..................

2 “Sea of Umbrellas”. That day .................... very wet, so
everyone had an umbrella. It looked like a sea of umbrellas.

3 Please can you send it back to me .................... you have
finished with it? I have written my name and address

4 .................... the back.

5 from

Harry Green
Part 7
-- 5 questions --

Read the letter and write the missing words. Write one word on each line.

Dear Camera Club,

I have read ................. the competition in your magazine.

I am sending you a photo that I ................... with my

camera in London last year. The picture is ..................

“Sea of Umbrellas”. That day ..................... very wet, so
everyone had an umbrella. It looked like a sea of umbrellas.

Please can you send it back to me .................. you have
finished with it? I have written my name and address

........................ the back.

from

Harry Green

Differences from Part 4

• no answer options
• shorter text
• different text type
• lexical and grammatical focuses
Part 7
5 questions

Read the letter and write the missing words. Write one word on each line.

Example

Dear Camera Club,

I have read about the competition in your magazine.

1 I am sending you a photo that I ................. with my camera in London last year. The picture is .................

2 “Sea of Umbrellas”. That day ................. very wet, so everyone had an umbrella, it looked like a sea of umbrellas.

3 Please can you send it back to me ................. you have finished with it? I have written my name and address ................. the back.

4 from

Harry Green

Differences from Part 4
• no answer options
• shorter text
• different text type
• lexical and grammatical focuses

Similarities with Part 4
Cambridge English: Flyers Reading & Writing Part 7

Part 7
- 5 questions -

Read the letter and write the missing words. Write one word on each line.

Dear Camera Club,

I have read .......... the competition in your magazine.

1 I am sending you a photo that I ................. with my
2 camera in London last year. The picture is .................
3 “Sea of Umbrellas”. That day ................. very wet, so
4 everyone had an umbrella. It looked like a sea of umbrellas.
5 Please can you send it back to me ................. you have
6 finished with it? I have written my name and address
7 ................. the back.
8
from
9 Harry Green

Differences from Part 4

- no answer options
- shorter text
- different text type
- lexical and grammatical focuses

Similarities with Part 4

- pictures for support
- familiar and appealing topic
Today we discussed ...

• ideas on motivation
• how reading and writing is tested in *Cambridge English: Young Learners*
• practical ideas on how to make preparation for the tests fun and motivating
Teaching Support website

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• How to teach *Cambridge English: Young Learners*
• Teaching Primary Learners Communicatively
• Teaching Writing – out in October

[www.CambridgeEnglishTeacher.org](http://www.CambridgeEnglishTeacher.org)
Relevant webinar and article

• Webinar recording – “Thinking outside the box – making young learners’ exams fun” by Julie Dawes
• Article – “Digital Storytelling Tools for young learners” by Ozge Karaoglu Ergen

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Further information

First, First for Schools and Advanced updates
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University of Cambridge
Cambridge English Language Assessment
1 Hills Road, Cambridge, CB1 2EU, UK
Tel: +44 (0)1223 553997
Fax: +44 (0)1223 553621
Email: helpdesk@cambridgeenglish.org

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