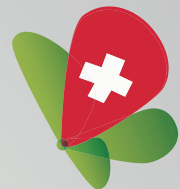




Cambridge English *to*Day!

Saturday, November 29th 2014



Brugg, AG



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After ten years of Cambridge Day events in Switzerland, Cambridge University Press and Cambridge English Language Assessment welcome you to their first joint Cambridge English Day.

How to register



Please email eltswitzerland@cambridge.org and include the following: full name, school and the workshops you will attend in session A, session B, session C and session D. Please note that we cannot process any registration unless it includes these details. You will then receive your confirmation by email.

If you have any queries, please contact :
eltswitzerland@cambridge.org

This event is FREE for all teachers. Coffee and lunch will be provided free of charge.



Thanks to Staehele Books, you will have the opportunity to look at our latest publications as well as our other materials. There will be an exclusive 10% discount on any purchases or orders of Cambridge University Press material made on the day.

Places are strictly limited and will be offered on a first-come, first-served basis.

Please note that you can only attend one workshop in each slot: one A, one B, one C and one D. For more details on the workshops and the speakers please see overleaf.



08:15 – 08:50

Registration and coffee

08:50 – 10:00

Welcome and opening Plenary: Herbert Puchta

Bored adult students? Consider the brain's 'reward system' for a change

10:10 – 11:00

A

A1 Herbert Puchta

Teaching adult students: How to activate the brain's own 'reward system'

A2 Gary Anderson

Prepare to Learn, Prepare for Exams

A3 Guy Brook-Hart

Preparing for the Use of English tasks in the new *Cambridge English First* Reading and Use of English paper

A4 Urs Kalberer

All in the same boat – strategies for mixed ability classes

11:00 – 11:30

Coffee and Exhibition

11:30 – 12:20

B

B1 Mairi Sinclair

Getting Started with *Cambridge English Young Learners*

B2 Duncan Christelow

Disruptive innovation and the birth of a new digital pedagogy for language learning

B3 John Potts

Writing in the revised 2015 *Cambridge English First* and *Advanced* examinations

B4 Graham Workman

Technology and the *Cambridge English Speaking Tests*

12:20 – 13:45

Buffet Lunch and Exhibition

13:45 – 14:35

C

C1 Herbert Puchta

Teaching adult students: How to activate the brain's own 'reward system'

C2 Gary Anderson

Testing 1-2-3...

C3 Guy Brook-Hart

Cambridge English Advanced – the new Reading and Use of English Part 6

C4 Urs Kalberer

All in the same boat – strategies for mixed ability classes

14:45 – 15:35

D

D1 Mairi Sinclair

Getting Started with *Cambridge English Young Learners*

D2 Duncan Christelow

Disruptive innovation and the birth of a new digital pedagogy for language learning

D3 John Potts

Writing in the revised 2015 *Cambridge English First* and *Advanced* examinations

D4 Graham Workman

Technology and the *Cambridge English Speaking Tests*

15:45 – 16:30

Closing Plenary: Herbert Puchta – *Revision, recycling and revisiting text*





Opening Plenary



Bored adult students ?

Consider the brain's 'reward system' for a change. Latest studies in neurosciences offer some exciting and partly unexpected findings about the plasticity of the human brain. According to those findings, the release of certain chemicals is a pre-condition for the changes that need to take place in the brain if learning is supposed to have long lasting effects. One of the ways of getting this process going is by activating the brain's own 'reward system' so we can get stronger motivational responses from our students.

Herbert Puchta

Workshops



A1/C1: Teaching adult students:

How to activate the brain's own 'reward system' This is a practical workshop to demonstrate how Herbert's ideas of activating the students' own 'reward systems', presented in the plenary, can be put into practice. The purpose of the activities is to increase students' motivation to learn and help them be more focused and remember better what they are learning.

Herbert Puchta

A2: Prepare to Learn, Prepare for Exams

Are you teaching teenage students who need to learn general English to prepare for real life and at the same time for Cambridge English exams? We'll be looking at how the forthcoming *Cambridge English Prepare* course flexibly achieves this by its lexical-grammatical approach which uses research from English Profile and the Cambridge Learner Corpus while also giving teachers control over their students' gradual exposure to exam preparation. Whether preparing for real-life with cross-curricular and culture units and Cambridge English Penfriends or for real exam practice with the Cambridge English Testbank and 'Prepare to' sections for the productive skills of speaking and writing, *Prepare* prepares.

Gary Anderson

A3: Preparing for the Use of English tasks in the new Cambridge English First

The workshop will focus on Parts 1-4 of the new Reading and Use of English papers with input from the Cambridge Learner Corpus and the English Vocabulary Profile. We will see how the English Vocabulary Profile can be used to more exactly target the vocabulary our students will be expected to use at this level and we will also discuss a variety of classroom activities and techniques to ensure our students' success in when doing Use of English tasks. Examples will be taken from *Complete First 2nd edition* and *Complete First for Schools*.

Guy Brook-Hart

A4/C4: **All in the same boat**

Learner autonomy is a buzzword in modern methodology. It is particularly relevant in exam preparation classes where students are ready to do extra work in order to pass. Their high motivation allows us to put more responsibility on their shoulders. How to keep the balance between more autonomy and teacher guidance? How to avoid the hidden pitfalls of self-directed learning with teens? This workshop presents a range of ideas on how we can cover the needs of our learners by acknowledging the fact that we cannot split up the class – and ourselves – completely. Ultimately, we need to keep all in the same boat. Topics will include task design, grouping, learner autonomy and open tasks. If this looks like too much extra work, we will also cover strategies to prevent a higher workload. Whether you prepare students for exams or not, whether you teach teens or not – there is something in this workshop for any teacher and their mixed-ability class.

Urs Kalberer

B1/D1: **Getting Started with Cambridge English Young Learners**

Have you ever wanted to teach young kiddies English? Or do you already work with little cuties and are looking for new ideas? Our session will dip into practical worksheets and activities from *Fun for Starters* and *Fun for Movers*. We will also view some of the Cambridge English Language Assessment materials for their lower level Starters and Movers Young Learners tests (YLE), with hands-on examples of how these and the *Fun for...* series can be applied in the classroom or with kiddie's clubs. All the materials are flexibly aimed at children from around 7-11 years of age, and are full of fun activities, as the titles say. Come along and share some lively moments!

Mairi Sinclair

B2/D2: **Disruptive innovation and the birth of a new digital pedagogy for language learning**

Education is said to be going through a period of disruptive innovation due to the availability of new technologies. This session will look at some of the forces impacting upon language learning, and will consider whether this is leading to a new way of teaching. We will look at the teacher's role in blended learning schemes, online self-study programmes and 'flipped classrooms', and how new devices and media offer an increasing range of opportunities within the traditional classroom. Using examples from the Cambridge Learning Management System (such as *English Grammar in Use Online*) and the brand new Cambridge Bookshelf App (for e-books), we will see how technological innovations can be used to deliver more successful language programmes.

Duncan Christelow

B3/D3: **Writing in the revised 2015 Cambridge English First and Advanced examinations**

The presentation is intended for teachers of the *Cambridge English First, First for Schools* and/or *Advanced* certificates.

As you will already know, *Cambridge English First, First for Schools* and *Advanced* will be updated in January 2015. The first part of our session will give you a very brief overview of the changes and continuities, with emphasis placed on the changes to the writing papers in the exams. These changes will not affect the marking criteria that we shall discuss in the later part of the session, nor the activities and approaches that develop writing skills.

During the rest of the session, we shall focus on the Part one and Part two writing tasks in the updated exams, in conjunction with the assessment scales for writing that were introduced in 2012 paying special attention to the new compulsory essay task in Part one.

John Potts

B4/D4 Technology and the Cambridge English Speaking Tests

This seminar will show how teachers can use various websites and website tools to help learners prepare for all levels of the Cambridge Speaking Tests. These tools will enable learners to practise speaking tasks both inside and outside the classroom, as well as allow the teacher to set speaking tasks as homework and then assess each learner's performance and provide individualised feedback. Ideas for using mobile phones for speaking activities anywhere and at any time will be included, in addition to useful Apps from Cambridge for language learning.

Graham Workman

C2: Testing 1-2-3...

We'll be reviewing the definitions and discussing the differences between informal, formative and formal, summative assessment as well as looking at the concept of Learning Oriented Assessment (LOA) which ensures personalised individualized learning paths via a Learning Management System (LMS) to help teachers motivate and guide their learners. We'll be trying out activities from Cambridge English *Empower*, the forthcoming course for adults and young-adults, which combines engaging classroom material with reliable assessment validated by Cambridge English Language Assessment to empower both teachers and learners.

Gary Anderson

C3 Cambridge English Advanced – the new Reading and Use of English Part 6

We look in detail at the new *Advanced* Reading and Use of English Part 6, its rationale, testing aims and how to teach students the reading skills needed to answer the questions successfully. During the workshop we will also discuss practical classroom ideas to prepare students for this type of task.

Guy Brook-Hart

Closing Plenary



Revision, recycling and revisiting text

There is general agreement among practitioners and ELT experts that revision is an important part of the language learning process. At the same time, many teachers feel there is little time for revising language with their students because of the need to cover the syllabus and all kinds of other pressures. This workshop looks at ways of revising and recycling language by revisiting texts you have 'done' with your students. The focus is on activities that require very little preparation time, and are extremely efficient.

Herbert Puchta



Our Speakers



Herbert Puchta holds a Ph.D. in ELT Pedagogy, was Professor of English at the Teacher Training University in Graz, Austria and is a well-known plenary speaker at numerous international conferences. He was also President of IATEFL. For almost three decades, Herbert has done research into the practical application of findings from cognitive psychology and brain research to the teaching of English as a foreign language. Herbert has co-authored numerous course books as well as articles and resource books. His latest resource books, all published with Cambridge University Press, are *Teaching Young Learners to Think*, *Grammar Songs and Raps*, and *Get on Stage!* His latest course books are *Super Minds* for primary students, and *More! Second Edition* for young teens. Along with forthcoming course books *Super Safari* (for pre-primary), and *Empower* (for adults).

Gary Anderson was Pedagogical Director of the language program of the former American Center in Paris where he taught and co-ordinated classes for all ages of learners. He was President-elect of TESOL France when he joined Cambridge University Press as International Teacher Trainer. He has given talks in over 60 countries on five continents, including several times in Switzerland. He writes a blog *On the Road with Gary: Trips and Tips* at www.cambridge.org/elt/blog, the Cambridge English global Blog site.

Guy Brook-Hart has taught English for over 30 years in Egypt, Kuwait, France, Britain and Spain. With Cambridge University Press he has published *Instant IELTS* (2004), *Business Benchmark Vantage* (2006 and 2013), *Business Benchmark Higher* (2007), *Complete First Certificate*, and co-written with Simon Haines *Complete CAE* (2nd Editions 2014), with Vanessa Jakeman *Complete IELTS 4.5-5* (2012), *Complete IELTS 5-6.5* (2012), and *Complete IELTS 6.5-7.5* (2013).

Urs Kalberer has been teaching English at lower-secondary schools in Switzerland for over twenty years and knows the challenges of teaching foreign languages to teenagers. Urs is an experienced workshop presenter and his ideas have stood the practice test in his own classroom. His interests cover a broad range of ELT-topics including exam preparation,

teacher development, and skills training. Urs is Teen SIG coordinator for ETAS (English Teachers Association Switzerland) and has a Master of Education in English language teaching from the University of Manchester.

Mairi Sinclair is a presenter for the Cambridge English Language Assessment team in Germany, and Team Leader for the Cambridge Speaking Tests in Baden-Württemberg – training and co-ordinating speaking examiners. As a former primary school teacher and teacher of English in German state primary schools, Mairi loves examining the Young Learners tests, and looks forward to sharing her enthusiasm with you.

John Potts has been presenting for Cambridge English examinations since 1990, and teaching exam students since 1978. He is CELTA and Delta Course Director at TLC International House Baden, and is also a CELTA assessor and ex-Joint Chief Assessor. In addition to classroom teaching, he works as a freelance trainer in Switzerland and abroad. He has authored and co-authored books for Langenscheidt, SKV and Cambridge University Press, and was a regular columnist for ETP from 1999 until 2014.

Graham Workman is a freelance teacher trainer, teacher and materials writer. He is an experienced *Cambridge English* examiner, having worked as Principal Examiner for the *Proficiency* Writing Paper and as a Team Leader for all the *Cambridge English* Speaking Tests. He has published Total Physical Response for Primary English, Primary English Lesson Materials, Concept Questions and Time Lines, Popular Films for Language Use 1-3, CLIL Secondary Science Materials, Popular Films for Business English 1-2, and at present is working on Secondary English Lesson Materials.

Duncan Christelow is 'Online and Blended Learning Expert' and 'Business Development Manager' at Cambridge University Press. He has worked in publishing throughout his career, always focusing on the electronic delivery of learning materials. Duncan was close to the heart of the first 'internet revolution' of the late 1990s when he was a member of the launch team for Encyclopaedia Britannica's Britannica.com. Since moving to Cambridge in 2008 Duncan's role has been to promote and develop the successful implementation of new technology in Cambridge English language learning programmes.

How to get there

Fachhochschule Nordwestschweiz FHNW

Campus Brugg-Windisch
Bahnhofstrasse 5
CH-5210 Windisch



For more detailed information and to print a map go to :
www.fhnw.ch/campus-brugg-windisch/directions/map

We look forward to welcoming you at registration in building 1.

By train: If you are travelling by train to Brugg-Windisch, there are signs in the underpass for the venue (FHNW). This is only a two-minute walk from the station.

By car: Motorway A3, exit 19 (Birr/Windisch/Schinznach/Lupfig/Brugg).

From the motorway exit:

- Turn right at the first set of traffic lights after the exit (Brugg-Windisch)
- In Windisch, go straight over two roundabouts. At the third roundabout, take the second exit (Brugg). The Campus is on the left-hand side.



www.cambridge.org/elt/ch



www.cambridgeenglish.org/ch

Situations plan Campus Brugg Windisch

