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 25-27 August 2021

 Free Online Event

Agenda



Day 1 25 August 2021

12:00 - 13:00

Ben Knight

HOW TO MAKE YOUR STUDENTS BETTER LEARNERS?

The new curriculum in Ukraine requires teachers to develop their students' 'life-long learning skills'. This talk will help you understand better what these skills are and how you can develop them in your students. We will look at learning strategies and ways of managing their own learning better. We will also look at how attitudes can affect students' success in learning, and what teachers can do to help them improve this. The goal is to be able to develop these skills at the same time as improving their English – to integrate the two sets of skills in the same lessons. We will also take note of the information and support provided to teachers in the Cambridge Life Competencies Framework, which includes Learning to Learn as an essential competency (see www.cambridge.org/clcf).

REGISTER <https://go.mywebinar.com/wvrp-kjwn-mvb-xqcnv>

14:00 - 15:00

Graham Seed

HOW CAN DEVELOPMENTS IN THE CEFR INFORM CURRICULUM DEVELOPMENT AND CLASSROOM PRACTICE?

In 2018, the Council of Europe published the CEFR (Common European Framework of Reference) Companion Volume, which expands the illustrative descriptors at the highest and lowest levels, introduces new scales for online communication, and reflects the fact that most communication takes place in integrated-skills settings. These updates offer great benefits for curriculum development and classroom practice. This presentation examines the changes to the CEFR in more detail and demonstrates some practical ways in which to use the CEFR to underpin learning and make progress visible.

REGISTER <https://share.hsforms.com/1CYrMoO0RQIW4rKZqQe2OKw3iz8b>

Day 2 26 August 2021

12:00 - 13:00

Anne Robinson

GETTING STARTED, GETTING GOING, GETTING CONFIDENT

Imagine yourself at the start of a journey. You probably feel a mixture of things: a buzz of excitement, butterflies in your stomach, a little uncertainty? Just like an athlete at the start of a competition, your adrenalin is running high.

Learners at the start of a school year or course will experience similar emotions.

In this session, we'll consider how to get them off to a good start, motivate them to keep going, and, very importantly, build their self-confidence.

REGISTER <https://go.mywebinar.com/envg-bqds-lscz-sxjw>

14:00 - 15:00

Anne Robinson

HOW AM I DOING? AM I MOVING, FLYING?

The Cambridge tests for young learners are designed to encourage and motivate them, by using realistic, relevant and meaningful content and tasks to test all four skills.

In this session, we'll examine some of the tasks at A1 Movers level and consider how they can be used in the classroom to improve confidence and improve learners' language and learning skills

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Day 3 27 August 2021

12:00 - 13:00

Greg Wagstaff

TEACHING GRAMMAR INDUCTIVELY

From utilising direct translation to using Cuisenaire rods, approaches to teaching grammar are both numerous and varied. However, arguably, none are as natural as teaching grammar inductively. In this session, we'll look at both the basic principles behind an inductive approach and classroom activities that support it. Teachers can expect a highly practical session, including examples taken from Prepare Levels 1-3.

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14:00 - 15:00

Greg Wagstaff

SPICING UP LISTENING

Exam listening classes can be challenging. Improvements in our students' listening ability may often be slow and minimal, while we can also struggle to bring variety outside of the traditional exam listening format. In this highly practical session, we'll look at ways of spicing up your listening classes, while also progressing your pupils' exam performance at the same time. Teachers will leave armed with plenty of activities and exam techniques, including examples based on Prepare Second Edition for A2 Key and B1 Preliminary.

REGISTER <https://share.hsforms.com/1e83h7e5MSZeXEeBzOa33rQ3iz8b>

Our Speakers



Ben Knight

Ben Knight works for Cambridge University Press as their Director of ELT Research and Teacher Development. His responsibilities include ensuring that high quality research underpins the learning materials, curriculum development and teacher support that Cambridge University Press provides. Ben has taught and worked in several countries around the world, with International House, the British Council, Cambridge Assessment, City & Guilds, and various other schools and universities. He has played a fundamental part in the development of the Cambridge Life competencies Framework.



Graham Seed

Graham Seed is the European Research Manager in the Research & Thought Leadership Department at Cambridge Assessment English. His current professional interests include the operationalisation of the CEFR; and multilingualism in assessment contexts. He holds an MA in Language Testing from Lancaster University, DELTA and CELTA, and previously taught EFL in Bosnia, Russia and the UK.



Anne Robinson

Anne Robinson is a regular webinar and seminar presenter for Cambridge University Press and Assessment. Based in Spain, Anne is the co-author of Fun for Starters, Movers and Flyers and of two levels of Fun Skills and the Advanced Exam Booster. Over the past year, she has written for a variety of digital projects, including the A2 and B2 Exam Lift apps, Test and Train and the Kahoots for Young Learners. In addition, Anne is a co-author of the adaptations to Quick Minds 4 for Ukraine.



Greg Wagstaff

Greg Wagstaff is a teacher trainer, academic manager and EFL video content creator based in Seville, Spain. Originally from Cambridge in England, he works as a freelance teacher trainer for both Cambridge University Press and Cambridge Assessment in Spain. He also works for the Cambridge University Press YouTube channel 'Learn English with Cambridge', scripting, editing and starring in videos for English language learners. Greg holds the Cambridge Delta and believes in blending new approaches and technology with traditional proven methods in the classroom, but that ultimately, simply being able to relate to our pupils is the most important element for learning to take place.

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We're focused on meeting the needs of our learners, authors and customers by bringing research, teaching, learning and assessment together.



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