

Cambridge Day 30 October 2010 Berlin

09:15 – 09:45

Plenary (in English)

What are the Challenges for English Teachers in today's Globalised World?, *Evan Frendo (Cambridge ESOL)*

One result of globalization is that our world is changing faster and more unpredictably than ever. How has this affected our teaching? What are the new challenges we have to face? And how can we meet these challenges? A light-hearted look at some serious questions.

10:00 – 11:30

Workshop A (in English)

Business English, Teaching and Testing, *Evan Frendo (Cambridge ESOL)*

In this session we will look at what makes "business English" special, and discuss some key issues. Is "business English" a unique language that business people use, or are we more interested in the context they use the language in? Or is "business English" simply a marketing term, designed to earn us teachers more money? Whatever it is, how can we teach it? And how can we evaluate the success of the teaching? Do we even need to? Come to this session if you want an answer to some of these questions.

Workshop B (in English)

Learn and Teach English, the Global Way, *Laura Hudson, Stefan Deinzer (Macmillan, Hueber)*

„If you are going to write another coursebook for the English language, please try to do something a bit different“. A desperate plea from a teacher that the **Global** authors took to heart. Come along and find out how brilliantly they managed this seemingly impossible task! Get to know **Global**, Macmillan's new ground-breaking adult course and its range of cleverly devised components for use in class, out of class and even on the move.

Workshop C (in English)

International English Language Testing System (IELTS), *Caroline Murdoch (British Council)*

IELTS (The International Language Testing System) is one of the fastest-growing English language tests. Over 1.4 million candidates take the test each year to start their journeys into international education and employment. It is designed to assess the English language ability of people who intend to study or work where English is the language of communication. The exam is divided into four sections and tests the following language skills: Listening, Reading, Writing and Speaking. IELTS is jointly owned by three reputable, international organisations: The British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations (Cambridge ESOL). In Germany, the test is offered up to 36 times a year in 14 different test venues. The presentation will concentrate on the test content, the grading system, global recognition and how candidates can prepare for the test.

12:00 – 13:30

Workshop D (in English)

Ways of improving Writing Skills at B2/C1 level, *Sue Herbert (Cambridge ESOL)*

The workshop will deal with different approaches to teaching writing at B2/C1 levels including the use of model texts and task-based activities. Some activities will relate specifically to the tasks in Cambridge ESOL writing papers but the approaches are equally valid for use in general English classes.

Workshop E (in English)

Turning Students into autonomous Learners, James Schofield (*Langenscheidt*)

According to David Graddol (English Next - British Council, 2006 <http://www.britishcouncil.org/learning-research-english-next.pdf>) the future of English learning will lie less in the traditional classroom and more in getting students to adopt value-adding language activities outside the class.

This workshop looks at ways you can encourage students to do more reading in English using both graded readers (e.g. Summertown Business English readers) and a traditional coursebook (e.g. Langenscheidt *English Compass*). Participants will receive a free copy of one of the readers.

Workshop F (in English)

Better Teaching OUTCOMES, Andrew Walkley (*Heinle/Hebling Languages*)

Striking the right balance between grammar and skills, practice and theory is one of the most difficult tasks any teacher faces. What is the language that students really need to equip themselves for the practical demands of the workplace, the exam room and the social sphere? We will explore the answers to this question, taking examples from the new Heinle coursebook OUTCOMES.

14:15 – 15:45

Workshop G (in English)

Classroom Games for PET (Preliminary English Test) or B1 classes in general, Martin Avellino (*Cambridge ESOL*)

In this workshop we will look at classroom activities and games for the B1 level and how to approach teaching at this level in the classroom. The workshop is suitable for teachers of B1 classes who are looking for teaching ideas and especially for teachers who want to prepare students for the Preliminary English Test (PET). PET is a Cambridge ESOL examination designed to assess all four language skills (reading, writing, speaking, listening) in general English. The language skills tested in PET reflect very closely the language and skills taught in German schools in grades 9 and 10.

Workshop H (in English)

Lifestyle: It's a people business!, Angela Bauer-Seekings (*Pearson Longman*)

In this workshop we will be looking at a fresh and fun approach to teaching Business English using Pearson Longman's *Lifestyle*. After considering some research on functions we will discuss everyday language requirements of professionals who need English for work, travel and socializing. Using culturally appropriate language in these situations, the overall goal will be how to build up on-going confidence in the students when interacting with others. This workshop will also be interesting for teachers that have never taught Business English before.

Workshop I (in English)

Taking the tears out of teaching for tests, Shaun Wilden (*OUP*)

Teaching exam classes can be fraught with challenges for both teacher and student. Let's face it exams are not the best materials to use for teaching, hour after hour of going over practice tests does not make for the most motivating of lessons. Furthermore, teaching for exams can influence what we teach, occasionally causing us to forget that we're also teaching English for real-world use. In this talk, we will examine these issues and explore how to make the most of exam classes. In addition we'll look how the issues can be addressed through motivating materials such as those in The Exam Result series of coursebooks.

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