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CAMBRIDGE ENGLISH
Language Assessment
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# Cambridge English

# EMPOWER

## Teacher's Book

## B1

**Lynda Edwards with Ruth Gairns,
Stuart Redman, Wayne Rimmer,
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# Welcome to *Cambridge English Empower*

## A unique mix of learning and assessment

**Cambridge English Empower** is a new general English adult course that combines course content from Cambridge University Press with validated assessment from Cambridge English Language Assessment.

This unique mix of engaging classroom material and reliable assessment, with personalised online practice, enables learners to make consistent and measurable progress.

### Teacher's Book contents

## For Students

**Student's Book**
with online assessment and online workbook

**Online Assessment**
**Online Practice**
**Online Workbook**

**Also available**
- Student's Book with online assessment
- Student's Book
- Print Workbook (with and without answers), with downloadable audio and video

## For Teachers

**Teacher's Book**
with photocopiable activities and online access

**Class Audio CDs**

**Class DVD**

**Digital Empower**

### Student's Book with Online Assessment and Online Workbook

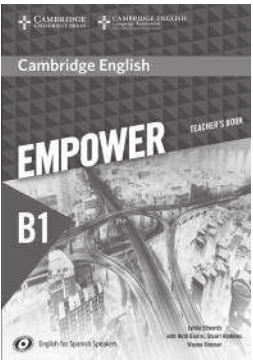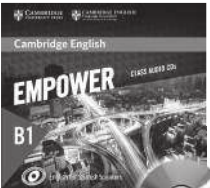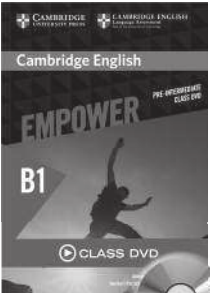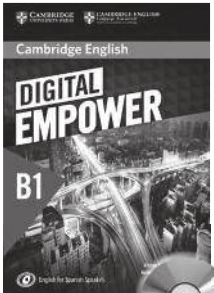- Comes complete with access to Online Assessment, Online Practice, and Online Workbook – delivered via the Cambridge Learning Management System (CLMS)
- Syllabus informed by English Profile, the Cambridge English Corpus, and benchmarked to the CEFR



### Online Assessment

- Validated and reliable assessment throughout the course – developed by experts at Cambridge English Language Assessment
- A learning-oriented approach – assessment that regularly informs teaching and learning
- A Unit Progress Test for every unit (automatically marked) – covering grammar, vocabulary, and functional language – plus a Unit Speaking Test
- Mid-course and end-of-course competency tests that cover all four skills and generate a CEFR report which reliably benchmarks learners to the target level

For more details about the **Cambridge English Empower** assessment package, and Learning Oriented Assessment, please see pages 7–8.

### Online Practice

- Personalised practice – automatically assigned according to each student's score in the Unit Progress Test, so their time is spent on what they need most
- Language presentations, practice activities, and skills-based extension activities for every unit
- Automatically marked

### Online Workbook

- Extra practice of all the grammar, vocabulary and functional language, plus extra writing
- Automatically marked

### Teacher's Book

- Detailed teacher's notes for every lesson, including extra tips, ideas and support, and answer keys
- Photocopiable activities – a range of communicative extra practice activities for every unit, including grammar, vocabulary, pronunciation, and Wordpower
- Detailed teacher's notes for Speaking Plus and Get it right! lessons with extra tips and answer keys.
- Grammar Plus photocopiable worksheets for mixed-ability classes.

### Online access for teachers

- To access **Cambridge English Empower**'s unique online assessment and practice package, please go to **cambridgelms.org/empower,** select 'Register' and follow the instructions.

### Digital Empower

This Interactive Whiteboard Software provides the complete Student's Book and Workbook, with embedded video and audio, for class projection on interactive whiteboards or computers and projectors. Digital Empower is also Linux compatible.

### Class DVD

- All the video material for the Student's Book, plus Video Extra

### Class Audio CDs

- All the listening material for the Student's Book

### Print tests

- Downloadable from **cambridge.org/empower**

### For more information and extra resources, go to:

**cambridge.org/empower**

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# Course methodology

## A learner-centred approach

**Cambridge English Empower**, with its unique mix of learning and assessment, places the learner at the centre of the learning process. This learner-centred approach also applies to the course methodology – the Student's Book and additional resources provide a range of classroom materials that motivate learners, address their language needs, and facilitate the development of their skills.

## Supporting the teacher

**Cambridge English Empower** also supports the teacher through classroom methodology that is familiar and easy to use, and at the same time is flexible and creative. A number of key methodological principles underpin the course, enhancing the interface between learners and their learning, and between learners and teachers. **Cambridge English Empower:**

1 encourages learner engagement
2 delivers manageable learning
3 is rich in practice
4 provides a comprehensive approach to productive skills

## Measurable progress

This leads to motivated learners, successful lessons, and measurable progress. This progress is then measured by a uniquely reliable assessment package, developed by test experts at Cambridge English Language Assessment.

## Key methodological principles

### 1    Learner engagement

#### Getting Started

Each unit begins with a 'Getting Started' page, designed to engage learners from the very start of the unit – leading to greater motivation and more successful learning. It does this in three ways:

• **Clear learning goals** – 'can do' statements immediately focus learners on their objectives.

• **Striking images** that take an unusual perspective on the unit theme – this raises curiosity, prompts ideas and questions in the mind of the learner, and stimulates them to want to communicate.

• Short **speaking activities** that prompt a personal response – leading to longer-lasting learning and a sense of ownership from the start. These activities also offer a diagnostic opportunity to the teacher.

#### Remarkable texts and images

Throughout the course, learners encounter texts and images that inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy, provoke an emotional response, and prompt new insights and perspectives – this means that learners are consistently motivated to engage, read, listen, and communicate.

The texts have been carefully selected to appeal to a wide range of learners from a variety of cultural backgrounds. They have an international focus and flavour, and each text has a story to tell or a point of view to offer that will be of interest to learners. All texts are accompanied by receptive tasks that support the development of reading and listening skills.

#### Frequent opportunities for personal response

There are frequent opportunities to practise speaking throughout every lesson. These include **personalisation** tasks which make the target language in every unit meaningful to the individual learner. But not only that – there are also regular activities that encourage learners to respond personally to the content of texts and images. These **personal response** activities foster successful learning because they:

• make learning more memorable – so it lasts longer

• are inclusive – there is no 'correct' answer, so all learners can participate successfully

• promote spontaneous spoken interaction – this further enhances the learner's sense of freedom and ownership, enhances motivation, and makes learning more relevant and enjoyable

## 2    Manageable learning

A second core principle that informs **Cambridge English Empower** is recognition of the importance of manageable learning. This offers learners (and their teachers) reassurance that they will not be overwhelmed at any point in their learning journey, leading to more successful learning outcomes and sustained motivation. The **Cambridge English Empower** classroom material reflects the concept of manageable learning in three main ways:

• Syllabus planning and the selection of language

• Lesson flow

• Task design

### Syllabus planning and the selection of language

A key element in making learning material manageable concerns the selection of target language. In **Cambridge English Empower**, two powerful Cambridge English resources – the *Cambridge Corpus* and *English Profile* – have been used to inform the development of the course syllabus and the writing of the material. These resources provide reliable information as to which language items learners are likely to be able to learn successfully at each level of the CEFR (Common European Framework of Reference). This means learners using **Cambridge English Empower** are presented with target language that they are able to incorporate and use at that point in their learning journey, and they won't encounter too much above-level language in reading and listening texts. It also means that learners are not overwhelmed with unrealistic amounts of language because the *Cambridge Corpus* and *English Profile* are also able to give an indication of what constitutes a manageable quantity of language at each level.

### Lesson flow

Learning is also made more manageable through the careful staging and sequencing of activities. Every lesson starts with a clear 'Learn to …' objective and ends with a substantial output task. Each lesson is comprised of several manageable sections, each with a clear focus on language and/or skills. Each section builds towards the next, and activities within sections do likewise. The final activity of each spread involves a productive learning outcome that brings together the language and the topic of the lesson, allowing learners to put what they have learnt into immediate use.

### Task and activity design

Tasks and activities have been designed to give learners an appropriate balance between freedom and support. Grammar and vocabulary presentations take a straightforward approach to dealing with the meaning and form of new language, and practice is carefully staged, with additional support in the 'Grammar Focus' and 'Vocabulary Focus' sections at the back of the book. Reading and listening activities allow learners to process information in texts in a gradual, supportive way. Speaking and writing activities are made manageable by means of clear models, appropriate scaffolding, and a focus on relevant sub-skills associated with a specific spoken or written outcome.

As an overall principle, the methodology throughout **Cambridge English Empower** anticipates and mitigates potential problems that learners might encounter with language and tasks. While this clearly supports learners, it also supports teachers because there are likely to be fewer unexpected challenges during the course of a lesson – this also means that necessary preparation time is reduced to a minimum.

## 3    Rich in practice

It is essential that learners are offered frequent and manageable opportunities to practise the language they have been focusing on – they need to activate the language they have studied in a meaningful way in order to gain confidence in using it, and of course meaningful practice also makes new language more memorable.

**Cambridge English Empower** is rich in practice activities and provides learners and teachers with a wide variety of tasks that help learners to become confident users of new language.

### Student's Book

Throughout each **Cambridge English Empower** Student's Book, learners are offered a wide variety of practice activities, appropriate to the stage of the lesson or unit:

• Ample opportunities are provided for controlled practice of target language.

• Many of the practice activities provide learners with an opportunity to personalise language.

• There are frequent opportunities for communicative spoken practice. Communicative practice activities are clearly contextualised and carefully staged and scaffolded, in line with the principle of manageable learning.

• Further spoken practice is provided in the final speaking activity in each of the A, B, and C lessons, and in each E lesson, providing the principal communicative learning outcome in each of these lessons.

• In the 'Grammar Focus' and 'Vocabulary Focus'  pages at the back the Student's Book, there are more opportunities for practice of grammar and vocabulary, helping to consolidate learning.

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- In the 'Review and Extension' page at the end of each unit, there are more opportunities for both written and spoken practice of target language.
- Get it right! pages include discussion tasks which create further opportunities for spoken practice.

### Teacher's Book

- Many learners find practice activities that involve an element of fun to be particularly motivating. Many such activities – six per unit – are provided in the photocopiable activities in the Teacher's Book, providing fun, communicative practice of grammar, vocabulary and pronunciation.
- The main teacher's notes also provide ideas for extra activities at various stages of the lesson.

Grammar Plus photocopiable activities are provided in the English for Spanish Speakers edition of the Teacher's Book.

### Other components

Through the Cambridge LMS, **Cambridge English Empower** provides an extensive range of practice activities that learners can use to review and consolidate their learning outside the classroom:

- The Online Practice component offers interactive language presentations followed by practice and extension activities. Learners are automatically directed to the appropriate point in this practice cycle, according to their score in the Unit Progress Test (at the end of Student's Book lesson C).
- The Workbook (Online or Print) provides practice of the target language after each A, B, and C lesson.

### 4   A comprehensive approach to productive skills

Most learners study English because they want to use the language in some way. This means that speaking and writing – the productive skills – are more often than not a priority for learners. **Cambridge English Empower** is systematic and comprehensive in its approach to developing both speaking and writing skills.

### Speaking

The **C lesson** in each unit – 'Everyday English' – takes a comprehensive approach to speaking skills, and particularly in helping learners to become effective users of high-frequency functional/situational language. The target language is clearly contextualised by means of engaging video (also available as audio-only via the Class CDs), filmed in the real world in contexts that will be relevant and familiar to adult learners. These 'Everyday English' lessons focus on three key elements of spoken language:

- Useful language – focusing on the functional and situational language that is most relevant to learners' needs, and manageable within the target level
- Pronunciation – focusing on intelligibility and covering many aspects of phonology and the characteristics of natural speech, from individual sounds to extended utterances

- Conversation skills – speaking strategies and sub-skills, the 'polish' that helps learners to become more effective communicators

The final speaking task in each 'Everyday English' lesson provides learners with an opportunity to activate all three of these elements. This comprehensive approach ensures that speaking skills are actively developed, not just practised.ç

Each of the E lessons, Speaking Plus, reviews and consolidates functional language from the units and includes additional pronunciation practice.

### Writing

Across each level of **Cambridge English Empower**, learners receive guidance and practice in writing a wide range of text types. The **D lesson** in each unit – 'Skills for Writing' – builds to a learning outcome in which learners produce a written text that is relevant to their real-life needs, appropriate to the level, and related to the topic of the unit. However, these are not 'heads-down' writing lessons – instead, and in keeping with the overall course methodology, they are highly communicative mixed-skills lessons, with a special focus on writing. This means that writing is fully integrated with listening, reading and speaking – as it is in real life – and is not practised in isolation. Each 'Skills for Writing' lesson follows a tried and tested formula:

1 Learners engage with the topic through activities that focus on speaking and listening skills.
2 They read a text which also provides a model for the later writing output task.
3 They then do a series of activities which develop aspects of a specific writing sub-skill that has been encountered in the model text.
4 They then go on to write their own text, in collaboration with other learners.
5 Process writing skills are embedded in the instructions for writing activities and encourage learners to self-correct and seek peer feedback.

Also, while the **A and B lessons** provide the main input and practice of the core language syllabus, they also provide frequent opportunities for learners to develop their receptive and productive skills.

In line with other elements of **Cambridge English Empower**, the texts used for skills development engage learners and provide them with opportunities to personalise language. Likewise, the tasks are designed in such a way as to make the learning manageable.

The extension activities in the Online Practice component (via the Cambridge LMS) also offer further practice in reading and listening skills.

# Learning Oriented Assessment

## What is Learning Oriented Assessment (LOA)?

As a teacher, you'll naturally be interested in your learners' progress. Every time they step into your classroom, you'll note if a learner is struggling with a language concept, is unable to read at a natural rate, or can understand a new grammar point but still can't produce it in a practice activity. This is often an intuitive and spontaneous process. By the end of a course or a cycle of learning, you'll know far more about a learner's ability than an end-of-course test alone can show.

An LOA approach to teaching and learning brings together this ongoing informal evaluation with more formal or structured assessment such as end-of-unit or end-of-course tests. Ideally supported by a learner management system (LMS), LOA is an approach that allows you to pull together all this information and knowledge in order to understand learners' achievements and progress and to identify and address their needs in a targeted and informed way. A range of insights into learners and their progress feeds into **total assessment** of the learner. It also allows you to use all of this information not just to produce a report on a learner's level of competence but also to plan and inform future learning.

For more information about LOA, go to
**cambridgeenglish.org/loa**

## How does Cambridge English Empower support LOA?

**Cambridge English Empower** supports LOA both informally and formally, and both inside and outside the classroom:

**1 Assessment that informs teaching and learning**
- Reliable tests for both formative and summative assessment (Unit Progress Tests, Unit Speaking Tests, and skills-based Competency Tests)
- Targeted extra practice online via the Cambridge Learning Management System (CLMS) to address areas in which the tests show that learners need more support
- Opportunities to do the test again and improve performance
- Clear record of learner performance through the CLMS

**2 LOA classroom support**
- Clear learning objectives – and activities that clearly build towards those objectives
- Activities that offer opportunities for learner reflection and peer feedback
- A range of tips for teachers on how to incorporate LOA techniques, including informal assessment, into your lessons as part of normal classroom practice

## 1 Assessment that informs teaching and learning

**Cambridge English Empower** offers three types of tests written and developed by teams of Cambridge English exam writers. All tests in the course have been trialled on thousands of candidates to ensure that test items are appropriate to the level.

Cambridge English tests are underpinned by research and evaluation and by continuous monitoring and statistical analysis of performance of test questions.

**Cambridge English Empower** tests are designed around the following essential principles:

**Validity** – tests are authentic tests of real-life English and test the language covered in the coursebook

**Reliability** – tasks selected are consistent and fair

**Impact** – tests have a positive effect on teaching and learning in and outside the classroom

**Practicality** – tests are user-friendly and practical for teachers and students

### Unit Progress Tests

The course provides an online Unit Progress Test at the end of every unit, testing the target grammar, vocabulary and functional language from the unit. The teacher and learner are provided with a score for each language area that has been tested, identifying the areas where the learner has either encountered difficulties and needs more support, or has mastered well. According to their score in each section of the test, the learner is directed either to extension activities or to a sequence of practice activities appropriate to their level, focusing on the language points where they need most support. This means that learners can focus their time and effort on activities that will really benefit them. They then have the opportunity to retake the Unit Progress Test – questions they got right first time will still be filled in, meaning that they can focus on those with which they had difficulty first-time round.

### Unit Speaking Tests

**Cambridge English Empower** provides a comprehensive approach to speaking skills. For every unit, there is an online Unit Speaking Test which offers learners the opportunity to test and practise a range of aspects of pronunciation and fluency. These tests use innovative voice-recognition software and allow the learner to listen to model utterances, record themselves, and re-record if they wish before submitting.

### Competency Tests

**Cambridge English Empower** offers mid-course and end-of-course Competency Tests. These skills-based tests cover Reading, Writing, Listening and Speaking, and are calibrated to the Common European Framework of Reference (CEFR). They provide teachers and learners with a reliable indication of level, as well as a record of their progress – a CEFR report is

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generated for each learner, showing their performance within the relevant CEFR level (both overall and for each of the skills).

The **Cambridge Learning Management System** (CLMS) provides teachers and learners with a clear and comprehensive record of each learner's progress during the course, including all test results and also their scores relating to the online practice activities that follow the tests – helping teachers and learners to recognise achievement and identify further learning needs. Within the CLMS, a number of different web tools, including message boards, forums and e-portfolios, provide opportunities for teachers and learners to communicate outside of class, and for learners to do additional practice. These tools can also be used by teachers to give more specific feedback based on the teacher's informal evaluation during lessons. The CLMS helps teachers to systematically collect and record evidence of learning and performance and in doing so demonstrates to teachers and learners how much progress has been made over time.

## 2 LOA classroom support

### Clear objectives

An LOA approach encourages learners to reflect and self-assess. In order to do this, learning objectives must be clear. In **Cambridge English Empower**, each unit begins with a clear set of 'can do' objectives so that learners feel an immediate sense of purpose. Each lesson starts with a clear 'Learn to …' goal, and the activities all contribute towards this goal, leading to a significant practical outcome at the end of the lesson. At the end of each unit, there is a 'Review your progress' feature that encourages learners to reflect on their success, relative to the 'can do' objectives at the start of the unit. Within the lessons, there are also opportunities for reflection, collaborative learning, and peer feedback.

### LOA classroom tips for teachers

In a typical lesson you're likely to use some or perhaps all of the following teaching techniques:

- **monitor** learners during learner-centred stages of the lesson
- **elicit** information and language
- **concept check** new language
- **drill** new vocabulary or grammar
- provide **feedback** after learners have worked on a task

The table below summarises core and LOA-specific aims for each of the above techniques. All these familiar teaching techniques are a natural fit for the kind of methodology that informally supports LOA. An LOA approach will emphasise those parts of your thinking that involve forming evaluations or judgments about learners' performance (and therefore what to do next to better assist the learner). The 'LOA teacher' is constantly thinking things like:

- *Have they understood that word?*
- *How well are they pronouncing that phrase?*
- *Were they able to use that language in a freer activity?*
- *How many answers did they get right?*
- *How well did they understand that listening text?*
- *How many errors did I hear?*
- *And what does that mean for the next step in the learning process?*

The **Cambridge English Empower** Teacher's Book provides tips on how to use a number of these techniques within each lesson. This will help teachers to consider their learners with more of an evaluative eye. Of course it also helps learners if teachers share their assessment with them and ensure they get plenty of feedback. It's important that teachers make sure feedback is well-balanced, so it helps learners to know what they are doing well in addition to what needs a little more work.

| Teaching techniques | | | | |
|---|---|---|---|---|
| monitoring | eliciting | concept checking | drilling | providing feedback |
| **Core aims** • checking learners are on task • checking learners' progress • making yourself available to learners who are having problems | • checking what learners know about a topic in order to generate interest | • checking that learners understand the use and meaning of new language | • providing highly controlled practice of new language | • finding out what ideas learners generated when working on a task • praising learners' performance of a task • indicating where improvement can be made |
| **LOA aims** • listening to learners' oral language, and checking learners' written language, in order to: » diagnose potential needs » check if they can use new language correctly in context | • finding out if learners already know a vocabulary or grammar item • adapting the lesson to take into account students' individual starting points and interests | • checking what could be a potential problem with the use and meaning of new language for your learners • anticipating and preparing for challenges in understanding new language, both for the whole class and for individuals | • checking that learners have consolidated the form of new language • checking intelligible pronunciation of new language | • asking learners how well they feel they performed a task • giving feedback to learners on specific language strengths and needs • fostering 'learning how to learn' skills |