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Link to the worksheet:

https://docs.google.com/presentation/d/100xyweShue4WfsFpwj31EfnTZhBmxYvB_xfGe3nidtl/edit?usp=sharing

Course title and overview

“Idioms for CAE: Master your Vocabulary and Speaking”

Overall goal: Enhance vocabulary with idioms to pass speaking part

Principal learning outcomes:

- Use idioms about work relationships in Use of English part
- Apply idioms into answering questions about work relationships
- Take part in the discussion concerning work relationships and possible problems

Teacher's notes

Terminal outcomes:

- Learners will be able to apply idioms about work relationships into Use of English and speaking part of CAE
- Learners will be able to decide collaboratively which is the best way to ensure the success of the team's project (task 3 speaking)
- Learners will be able to participate in the discussion of work relationships

Assessment criteria

Speaking scales on page 42.

C1	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
5	Maintains control of a wide range of grammatical forms.	Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	- Produces extended stretches of language with ease and with very little hesitation. - Contributions are relevant, coherent and varied. - Uses a wide range of cohesive devices and discourse markers.	- Is intelligible. - Phonological features are used effectively to convey and enhance meaning.	- Interacts with ease, linking contributions to those of other speakers. - Widens the scope of the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>				
3	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	- Produces extended stretches of language with very little hesitation. - Contributions are relevant and there is a clear organisation of ideas. - Uses a range of cohesive devices and discourse markers.	- Is intelligible. - Intonation is appropriate. - Sentence and word stress is accurately placed. - Individual sounds are articulated clearly.	- Initiates and responds appropriately, linking contributions to those of other speakers. - Maintains and develops the interaction and negotiates towards an outcome.
2	<i>Performance shares features of Bands 1 and 3.</i>				
1	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.	Uses appropriate vocabulary to give and exchange views, but only when talking about familiar topics.	- Produces extended stretches of language despite some hesitation. - Contributions are relevant and there is very little repetition. - Uses a range of cohesive devices.	- Is intelligible. - Intonation is generally appropriate. - Sentence and word stress is generally accurately placed. - Individual sounds are generally articulated clearly.	- Initiates and responds appropriately. - Maintains and develops the interaction and negotiates towards an outcome with very little support.
0	<i>Performance below Band 1.</i>				

Extra activities

- For those who prepare individually (one-to-one): in speaking part the teacher could take a role of another participant
- For those who do not pass CAE: the criteria for speaking could be changed depending on the aim of the course, the use of English part could remain untouched. The article could be read fully and the teacher may add new tasks