

Cambridge Day Bern

November 10th 2007



Cambridge University Press is pleased to invite you to our fourth Cambridge Day in Switzerland. This all-day **FREE** event will take place at the **Uni-S** building at the **University of Bern** and will feature speakers from Cambridge University Press, Cambridge ESOL, The British Council and ETAS.

How to register

Please go to our Swiss website <http://www.cambridge.org/elt/ch/contact/> and fill in the registration form. Please indicate which workshops you would like to attend and whether you have any dietary requirements. You will then receive your confirmation by email or post.

If you are unable to register on-line, please send the enclosed reply card to Alba Higgins. Alternatively you can email her at eltswitzerland@cambridge.org.

**If you have any queries, please contact
Alba Higgins (Promotions and Sales Executive)
eltswitzerland@cambridge.org
Phone +44 1223 326392**

The Cambridge Day is open to all types of teachers of English and there will also be a materials exhibition giving you the opportunity to examine our latest ELT publications.

Herbert Puchta and Michael McCarthy have kindly agreed to a book signing in the second coffee break. So don't miss the chance to take a signed copy of the *Cambridge Grammar of English* or one of Herbert Puchta's methodology books home.

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

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



To give everyone the chance to browse our new publications and enjoy coffee and lunch without too much waiting we have decided to stagger our morning session workshops. Please note that you can only attend one workshop in each slot, i.e. one A workshop, one B workshop and so forth. For more details on the workshops and the speakers please see below and overleaf.

8.15 – 9.00 registration and coffee			
9.00 – 10.00 Plenary: Mike McCarthy – <i>Why are ‘chunks’ important?</i>			
10.00 – 10.15: Coffee break		10.00 – 10.30: Coffee break	
10.15 – 11.15 A1 Herbert Puchta <i>Success with teaching ‘teenagers’</i>	10.15 – 11.15 A2 Martin Hewings <i>Pronunciation teaching: from low-tech to high tech</i>	10.30 – 11.30 A3 Stephen Ferron <i>The perfect Business English teaching toolbox</i>	10.30 – 11.30 A4 Karen Kerley <i>ETAS – Meeting the challenge</i>
11.15 – 11.45: Coffee break		11.30 – 12.00: Coffee break	
11.45 – 12.45 B1 Amy Krois Lindner <i>Authentic Texts in the ESP classroom</i>	11.45 – 12.45 B2 Helen Naylor <i>Practising Grammar – Old and new ways</i>	12.00 – 13.00 B3 Lyndsay Warwick <i>words2teach</i>	12.00 – 13.00 B4 Presenter tbc <i>Introducing Cambridge ESOL YLE tests</i>
12.45 – 14.00: Lunch		13.00 – 14.00: Lunch	
14.00 – 15.00 C1 Herbert Puchta <i>Looking into the primary classroom</i>	14.00 – 15.00 C2 Martin Hewings <i>Pronunciation teach: from low-tech to high tech</i>	14.00 – 15.00 C3 Stephen Ferron <i>The perfect Business English teaching toolbox</i>	14.00 – 15.00 C4 Mike McCarthy <i>Teaching speaking skills</i>
15.00 – 15.30: Coffee break, book exhibition and prize draw			
15.30 – 16.30 D1 Amy Krois Lindner <i>Authentic Texts in the ESP classroom</i>	15.30 – 16.30 D2 Helen Naylor <i>Practising Grammar – Old and new ways</i>	15.30 – 16.30 D3 Lyndsay Warwick <i>words2teach</i>	15.30 – 16.30 D4 Sarah Fabel <i>IELTS – How to prepare students for the exam</i>

Plenary

Plenary talk: *Why are 'chunks' important?* – Mike McCarthy

This talk looks at vocabulary 'chunks' (multi-word phrases) automatically retrieved from a multi-million word corpus of conversation. Many common chunks seem to be just incomplete fragments, for example *it was a*, and *what do you*. However, there are many other chunks which are regular and complete, for example, *and that kind of thing*, *on the other hand*, *you know*, and *a couple of*. We look at examples of the most common chunks in English and their functions, and compare the frequency of chunks with the frequency of single words. We find that many chunks are more frequent than some of the single words which belong to the core vocabulary of English. The high frequency of everyday chunks also contrasts with the *low* frequency of the colourful idioms (such as *pass the buck*) which we all enjoy teaching and learning. Chunks help us understand fluency and how interaction is created. They should be an important part of our teaching.

Workshops – Morning session

Workshop A1: *Success with teaching 'tweenagers': Balancing real world content with imagination and creativity* – Herbert Puchta

'Tweenagers' – students roughly aged 10-13 - go through a period of significant change in their lives: they are moving out of full childhoods status, so they are not children any more, and yet they sometimes behave so childishly. They are not really adolescents yet, either – but they can, at least sometimes, show behaviour that is very typical of teenagers. In fact, they frequently aspire to be older than they are, and would like nothing more than being as 'cool' as students who are one or two classes above them. In this workshop we will look at practical ways of how we can meet these challenges through the application of latest findings in cognitive psychology to the tweenage classroom.

Workshop A2: *Pronunciation teaching: from low-tech to high-tech* – Martin Hewings

In this practical workshop I will demonstrate some pronunciation teaching techniques and materials from the 'low-tech' (involving no preparation and nothing more than a whiteboard) to the 'high-tech' (using CDROM-

based exercises) for elementary to advanced students. I will also discuss some general principles on which to base pronunciation improvement activities.

Workshop A3: *The perfect Business English teaching toolbox – Stephen Ferron*

Imagine that you have been stranded on a desert island. The island is populated by friendly and attractive natives (hey, it's a fantasy—we can describe it however we want!). Amazingly, they all want to learn business English. A short time later, a watertight trunk is washed ashore. It's labeled "Business English Teaching Toolbox." When you open the trunk, what do you hope to find inside? We can assume that the friendly, attractive natives have distant Swiss ancestors so you can even include test preparation materials. In this interactive presentation, Stephen Ferron will talk about the essential tools/toys necessary for effectively teaching business English. Participants' suggestions will be enthusiastically welcomed.

Workshop A4: *ETAS - English Teachers Association Switzerland – Meeting the challenge – Karen Kerley (Executive Committee: Public Relations)*

ETAS was founded in 1983 by ELT professionals for ELT professionals. It is a non-profit organisation with over 1400

members in universities, state schools, private and business schools. In this informative session Karen Kerley will take you through the history of ETAS and show you what ETAS can do for you. Karen will also inform you how you could work together with ETAS and will answer any questions you may have.

Workshop B1: *Authentic texts in the ESP classroom: ideas and approaches – Amy Krois-Lindner*

This workshop explains how ESP teachers can approach authentic texts to adapt them for the classroom. The primary objective of the session is to introduce a practical approach to ESP materials development which combines the insights and methods of the lexical approach, the functional approach, and genre analysis. It also looks at the problem of the English teacher's lack of expert knowledge of the subject area and at how this problem can be effectively addressed through the involvement of a subject specialist in the materials development process (and possibly the teaching process). The role of the learner as subject specialist will also be touched on in this connection. The talk will use examples of activities and listening material from Cambridge University Press's new course book, *International Legal English*.



Workshop B2: Practising grammar – old and new ways – Helen Taylor

This will be a practical workshop demonstrating a variety of motivating ways of practising grammar. One of the challenges that English-language teachers face is how to 'recycle' grammar. Course books and grammar books provide useful exercises but we always need more. So we will look at different tasks/exercise types/activities that have proved to be stimulating and fun for both me and my students. Some are old favourites and some are right up to date.

Workshop B3: words2teach – Lindsay Warwick

This workshop will address issues relating to the teaching of vocabulary in the classroom. It will look at why vocabulary is important; the issues involved in the teaching of vocabulary, such as learning styles, the memory and what learners need to know when they learn a new word; and activities and materials which take these issues into consideration and teach vocabulary in the most communicative way possible. The workshop will use examples of vocabulary materials from the *face2face* course book series and other fun, interactive activities that can help our students improve their vocabulary.

Workshop B4: Introducing Cambridge ESOL Young Learners English (YLE) tests – ESOL

10 years after the YLE were first introduced, the YLE tests have been revised following an extensive review and trialling process. This workshop will familiarise teachers with the content of the revised YLE tests, the level of each test and the progression in levels across the tests. It will also examine the benefits of taking YLE and the practical aspects of administration and marking of the tests. And finally the workshop will also look at classroom activities and offer exam tips for the test.

Workshops – Afternoon session

Workshop C1: Looking into primary classrooms: The teacher as a tightrope walker – Herbert Puchta

The study of the best primary teachers in action shows that one of the secrets of their success lies in their finely tuned balancing skills. Those skills ensure that all aspects of the classroom (play and work, creativity and structure, high and low energy activities, interaction and silent periods, listening and speaking, reading and writing etc.) work harmoniously together. We will look at a number of practical ways how this balance can be achieved. A mixed bag of teaching ideas that can be immediately put into action!



Workshop C2: Pronunciation teaching: from low-tech to high-tech – Martin Hewings

Repeat of morning session

Workshop C3: The perfect Business English teaching toolbox – Stephen Ferron

Repeat of morning session

Workshop C4: Teaching speaking skills – Michael McCarthy

Based on the evidence of a computer corpus of real spoken language, we look at what things are important to teach about speaking. These include taking control of the conversation, involving other people, being an active listener and creating good relations. We will work with real data samples and look at how some teaching materials have attempted to solve the problems. Some of the questions we will consider include whether some or all of the features of natural speech can or should be taught, and how, and at what levels we can introduce 'real' speaking skills.

Workshop D1: Authentic texts in the ESP classroom: ideas and approaches Amy Krois-Lindner

Repeat of morning session

Workshop D2: Practising grammar – old and new ways – Helen Naylor

Repeat of morning session

Workshop D3: words2teach – Lindsay Warwick

Repeat of morning session

Workshop D4: IELTS - How to prepare students for the exam – Sarah Fabel

This 60 minute workshop will concentrate on a brief overview of the IELTS exam, including an introduction to the four components – listening, reading, writing and speaking with exercises and activities to use with students in order to prepare them for the exam. A section of time will be devoted to answering any queries that may occur during the workshop, so participants should feel free to ask any questions they may have.

The Cambridge Day speakers

Since 1991, **Stephen Ferron** has spent around 20,000 hours teaching English in companies and at the university level. In the past several years, his workload has been shifting towards corporate writing and editing. He also has extensive experience as a presentation and intercultural communications trainer. He is based near Bern. Stephen is a member of the IATEFL/BESIG executive committee and coordinates BESIG's annual international conference.

Martin Hewings has taught English for over 30 years in many countries, including Sweden, Italy, Malaysia and Australia. Since 1985 he has taught English for Academic Purposes at the University of Birmingham. He has published a number of textbooks with Cambridge University Press, such as *Advanced Grammar in Use* and *English Pronunciation in Use: Advanced*.

Amy Krois-Lindner has taught language competence at the University of Vienna for over 10 years. She teaches Business English and Academic Writing and is also a teacher trainer. In addition she has developed a departmental ESP module with certification and has also played a leading role in curriculum development of several ESP courses at the Vienna University of Applied Technology.

Michael McCarthy is Emeritus Professor of Applied Linguistics, University of Nottingham, UK. Among his best-known books are titles in the Cambridge University Press *English Vocabulary in Use* series (co-authored with Felicity O'Dell) and the new *Cambridge Grammar of English: A Comprehensive Guide to Spoken and Written Grammar and Usage*. He is also co-director (with Ronald Carter) of the 5-million word CANCODE spoken English corpus project.

Helen Naylor has taught English to adults for over 30 years in language schools in the UK. She has extensive experience as an examiner for Cambridge ESOL and writes for a wide variety of different papers and different skills. In addition, she is an oral examiner for the Cambridge ESOL exams. She also works as a writer and has published exam preparation coursebooks, grammar books, and graded readers for adults, such as *In the Shadow of the Mountain*.

Herbert Puchta holds a Ph.D. in ELT Pedagogy. He is Professor of English at the Teacher Training University in Graz. Herbert is a Master Practitioner in Neuro Linguistic Programming and, for almost two decades, he has done research into the practical application of findings from cognitive psychology to the teaching of English as a foreign language. Herbert has co-authored numerous textbooks as well as articles and resource books. His latest coursebooks are *English in Mind* and *Join Us*.

Lindsay Warwick has been teaching since 1996 and has worked as a teacher and teacher trainer in Japan, Italy and the UK. She is currently a teacher, teacher trainer and CELTA tutor at Bell International, Saffron Walden, UK. She is a published author, having co-written the *face2face* intermediate teacher's book.

Karen Kerley is currently working for the Executive Committee: Public Relations at ETAS. She has been an English teacher for approximately 12 years for all ages, groups and levels. She is also the Cambridge ESOL Local Secretary for St Gallen, Appenzell and Thurgau.

Sarah Fabel has been an English teacher for 13 years working in Greece, France, Japan, Taiwan and, for the last 9 years, Switzerland. She has taught both general and business English to all levels of students, at all ages and has experience of preparing candidates for all the Cambridge ESOL suite. She is an IELTS examiner and runs IELTS preparation courses for the British Council in Bern.

ESOL (presenter to be confirmed)



The Cambridge Day in Bern, November 11th 2006

Our third Cambridge Day took place at the UNI-S building, the latest addition to the University of Bern. This modern and very well equipped building proved to be the perfect venue for our event and the day exceeded all our expectations! **Over 250 teachers** attended, some of them traveling from as far as Bellinzona, Basel and Geneva. Hot coffee and croissants awaited delegates before the day started with a plenary on 'Ways into an Extensive Reading Programme' with Antoinette Moses and Alan Pulverness. **8 different workshops** followed ranging from how to use storybooks in class to Business Listening and Legal English. This day also gave institutions such as ETAS, the British Council, Translegal, Bell International and Cambridge ESOL the chance to mingle and present themselves. Stauffacher provided the bookstand and also offered a special discount, and together with the catering provided by Bistro Unies it all made for a fantastic day.

We would like to thank everybody for making this such a successful and enjoyable event!



How to get there

UNI-S in Bern is in the newest building at the University of Bern, at Schanzeneckstrasse 1 – a two-minute walk from the station.

By Train

Arriving at the station, exit from the platforms towards Schanzenstrasse/Universität. You'll pass through a new, wavy roof construction. After the escalators, turn left at the corner, following Schanzenstrasse up the hill. You'll pass by the Obergericht on Hochschulstrasse, then you'll see a Greek restaurant – Athens – on the corner. Uni-S is there on your left.

By Tram

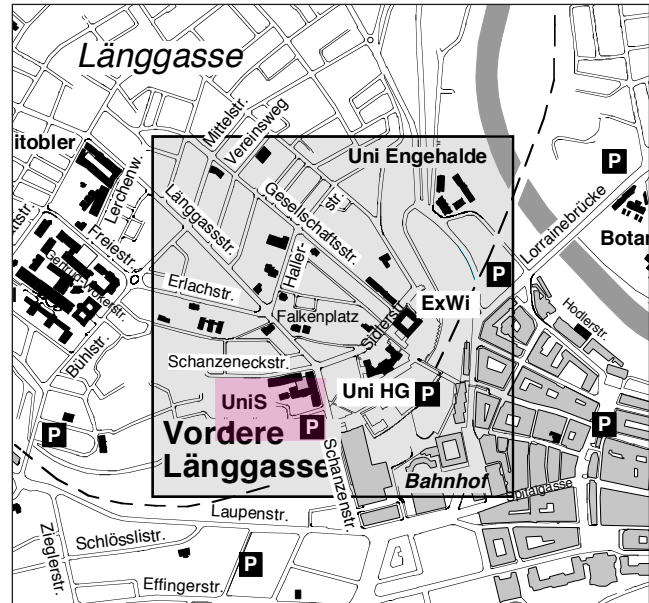
Take tram No.12 and get off at Länggasse, Haltestelle Universität.

By Car

Turn off the motorway and follow the signs for Zentrum/ Bahnhof. Parking can be found near the station or near the university. We recommend using public transportation, as car parks can be expensive and hard to find. To avoid arriving late for registration, the nearest parking opportunities can be found at Bahnhofparking, on either

side of the main station. Exit Parkterrassen 10, 14 or 16 towards Schanzeneckstrasse.

For more detailed information go to:
www.bau.unibe.ch/plaene/hgexwiunis.htm



www.cambridge.org/elt/ch

