



ADVANCING
LEARNING

Optimising Your Teaching Tools

English Workshop

Invalsi
Marco Colciago

31/01/2019
Bergamo

 **macmillan**
education

 **MONDADORI**
EDUCATION

How am I qualified to talk about Invalsi?

I taught for 15 years in England.

- All exams, in any subjects, are standardised, like Invalsi.
- In Languages (and other subjects) GCSE and A-Level (AS+A2) are the standard exams used to evaluate students in the last three years of their studies.
- I am not from Invalsi.

Invalsi and A-level.

Très apprécié des , le Festival du Film de Cabourg a la particularité de permettre au public d'approcher les lors du « tapis rouge » de la dernière soirée mais également dans les rues ou sur la . Les actrices et les acteurs aiment, quant à eux, l'ambiance et décontractée de cette station balnéaire normande et n'hésitent pas à flâner dans notre cité croustienne.

Le Festival du film de Cabourg a célébré sa 29^{ième} édition du 10 au 14 juin 2015.

Tous les amoureux du cinéma ont été invités à vivre ensemble des moments d'émotion intense, de drames, de et de larmes. Plus de 70 films, courts ou longs métrages, documentaires inédits, populaires ou très rares, ont été projetés en salle ou sur le mythique écran géant sur la plage. De réalisateurs, compositeurs, acteurs, chanteurs, scénaristes, producteurs, et distributeurs étaient pour débattre et répondre à toutes les questions. Les visiteurs ont participé en famille aux expositions, conférences, signatures, et récitals organisés dans la ville. Enfin, vendredi 12 et samedi 13 juin au soir, tout le monde s'est réuni sur la Promenade Marcel Proust pour célébrer, au couchant, sur le tapis rouge, les plus brillantes étoiles du cinéma.

[8 marks]

A	animé	G	personnalités
B	cinéphilas	H	plage
C	disponibles	I	présent
D	familliale	J	tristes
E	français	K	soleil
F	nombreux	L	tristes

Most of us have probably seen the YouTube clip of (Q) _____. The sleeping kit trembles like a little branch in the wind. His mother, curled up next to him, senses his distress and pulls him against her. His quivering stops, all is right with his world.

It's a scene guaranteed to melt any animal lover's heart in nano seconds. But some questions remain. What do cats and kittens dream about? And are their dreams really (Q1) _____?

The landscape of dreaming

Cats sleep roughly 16 to 18 hours a day. Like humans, they experience Rapid Eye Movement (REM) sleep. The REM stage is (Q2) _____, although some does happen in the non-REM stage as well. The non-REM dreams are more fragmentary and less visual.

With kittens, the amount of "dream" or REM sleep will decrease as they mature. So will a lot of the muscle-twitching that goes along with it.

Feline (Q3) _____ that much from ours, according to Matthew Wilson, an associate professor of brain and cognitive sciences at MIT's Picower Institute for Learning and Memory. They, too, dream about (Q4) _____ - playing, stalking prey, etc.

The hippocampus, which governs memory, is wired the same in almost (Q5) _____. "If you compared a hippocampus in a rat to a dog, in a cat to a human, they contain all of the same pieces," explains Wilson. The electrical activity pattern in a sleeping cat's brain is remarkably similar to that of (Q6) _____.

We're apt to read the slightest physical movements —, quivering whiskers, twitching paws or tail — (Q7) _____. This "is misleading where cats are concerned," says researcher David Greene. "The most significant indication of dreaming is an utterly slack and relaxed condition."

A	as signs that our cats are dreaming
B	affecting their movements
C	the kitten having a nightmare
D	when they wake up
E	the stuff of their day to day lives
F	all that different from ours
G	dreams don't differ all
H	where most dreaming occurs
I	all sorts of cats and mammals
J	all sleeping mammals

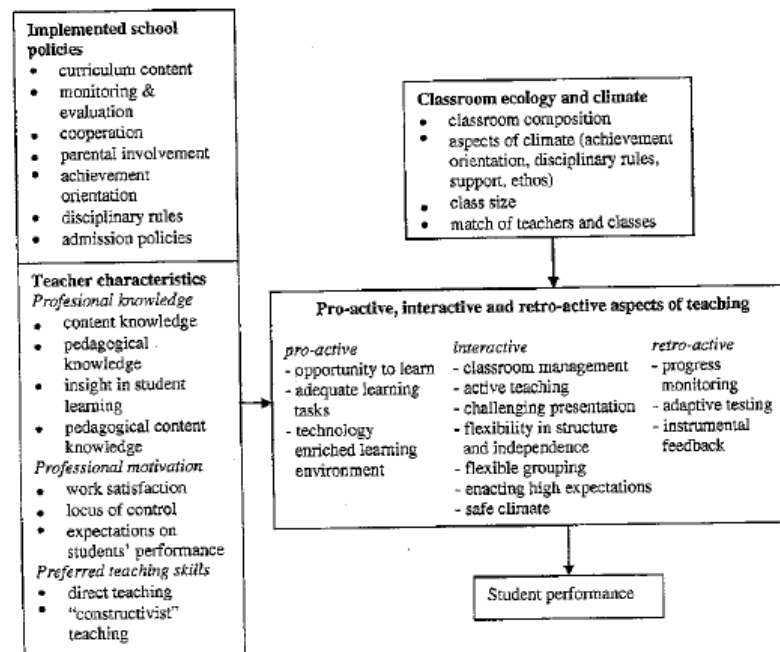


Similarities and differences.

Edexcel graphics are even more similar.

- The reason behind a standardised exam is to have a level playing field, where all students are taught the same content for the same exam and can be evaluated equally on the same material.
- Extra time is also granted to SEN students, although issues here!
- The differences lie in the absence of consideration for the background of the student in the UK.
- No Family questionnaire, no knowledge of background. Students are given a target grade in Year 12 (roughly 4 superiore) and have to hit it.

Ideal situations for success.



Educational Effectiveness and Ineffectiveness by Jaap Scheerens.
Springer.

Ideal situations for success.

Teacher background characteristics	Classroom ecology and climate	Teaching processes
<i>Professional knowledge</i> – Content knowledge – Pedagogical knowledge – Insight in student learning – Professional content knowledge <i>Professional motivation</i> – Work satisfaction – Locus of control <i>Preferred teaching styles</i> – Direct teaching – “Constructivist” teaching	– Class size – Classroom composition (average and heterogeneity) – Match of teachers and classes – Aspects of classroom climate, achievement orientation, discipline, support, ethos – Teacher expectations on students’ achievement	<i>Pro-active strategies</i> – Opportunity to learn – Selection and design of adequate learning tasks – Technology-enriched learning environments <i>Interactive strategies</i> – Classroom management aimed at optimizing active learning time and opportunity to learn – Optimizing structure and independence in teaching – Learning to use learning strategies – Allowing for manageable adaptivity in teaching – Active teaching, diversity in preparation formats – A challenging presentation; cognitive activation; – Enacting high expectations <i>Retro-active strategies</i> – Setting realistic motivating standards – Progress monitoring and assessment – Adaptive testing – Instrumental feedback

So, how can we teach for the Invalsi and use other standard exams to help preparing for it?

Just preparing for exam does not develop language skills. Do not do exam practice all the time. Some of course, if possible embedding language practice.

- Do something creative using what the exam requires students to do.
- If Students have already prepared for the Preliminary for School or the FCE, they will have an advantage, albeit times being a bit different for R and L.
- Practice for the exam.

So, how can we teach for the Invalsi and use other standard exams to help preparing for it?

First, we need to inform students of its structure:

- For both L and R, 2 exercises at B1 level and 3 at B2.
- 35 to 40 answers to be given, **NOT** questions!
- 60 minutes per paper (extra 15 for SEN).
- Timing is really important and students need to be trained on this as well. As one gets closer to the exam, mock papers should be done in exam condition.

Ideal situations for success.

In order to help us teachers and our students to succeed in any kind of examinations, but in particular in a standardised one, the right **CHALLENGE** needs to be applied according to students' standards.

These are connected to teachers', and more often to organisations', expectations.

**Educational Effectiveness and Ineffectiveness by Jaap Scheerens.
Springer.**

Standardised exams: how can we personalise their prep?

No matter what exam boards, examiners, writers, publishers tell us, hardly any of the content of the exam feels close to students' realities.

We can try and make exercises to prepare for the exam a bit more relevant by getting students to work on texts which allow them to think about their:

- Ideas
- Personal and daily lives
- Traditions
- Their studies and exam strategies
- Research

B1 Preliminary and Invalsi

6



Miriam, I hear you would like a lift to the party? Mum said we could call on you on the way there and take you. Be ready at 6 pm. Brittney.

- A Brittney is going to telephone Miriam at 6 pm.
- B Miriam is too lazy to take the stairs to the party.
- C Brittney and her mum are going to take Miriam to the party.

7



The use of **CELLPHONES** (calling, texting, making video recordings) is not allowed without permission from the principal.

- A The principal may allow the use of cellphones at school.
- B You can bring your phone into class even if your principal is not told.
- C The principal always lets you bring your phone into class.

8

Dear Neighbours,
On Friday some friends are coming over for the night to celebrate my promotion. We will try not to bother you but if you think the music is too loud, just knock on my door and I'll turn it down. Thanks, Jack

- A Jack is hosting a party and his neighbours are welcome to attend.
- B Jack has asked the neighbours not to complain about the loud music.
- C If the neighbours complain, Jack will lower the volume of the music.

9

**All products
ON SALE.**
Everything must go!
Save up to **50%**

- A You won't get a discount of more than 50%.
- B If you buy everything, you will get a discount.
- C You will save money on half of the products on sale.

10

You do not have enough money in your account.
To top up, go to mobilemoney.com or call .344555012.

- A You must call a phone number to visit the website mobilemoney.com.
- B You can go online to put more money in your account.
- C Your phone can only be recharged if you have a credit card.

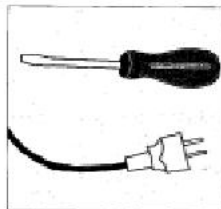
B1 Preliminary and Invalsi

How can we embed this kind of expressions, verbs, items of vocabulary in a lesson?

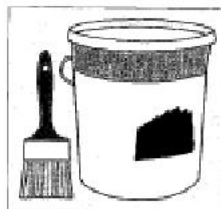
- Ask students to prepare a sentence for each of them, put them together in a „bank“ and share them with the rest of the class to be translated.
- Ask students to find synonyms for those expressions AND opposites (very useful in the rest of the exam).
- Turn the exercise in a gap fill for a future lesson to check that they have acquired their meaning and can remember it.

B1 Preliminary and Invalsi

1 What is the first thing Herbert has done?



A



B



C

2 What are the girl in the street and the speaker both wearing?



A



B



C

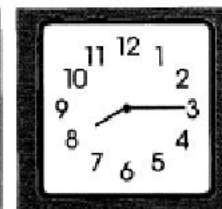
3 What could Mr Snow not buy?



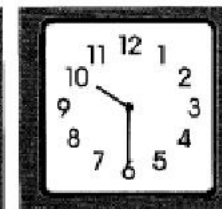
4 What time did Bob get up?



A



B



C

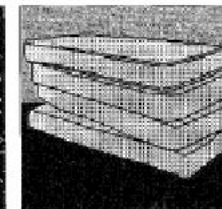
5 What problem does Margaret have in her house?



A



B



C

B1 Preliminary and Invalsi

What are the issues with this kind of listening practice?

- Students tend to choose the first option that they hear or recognise.
- Most of the time two, or even all three, of the items in the picture, are mentioned.
- Students do not read the question properly or misinterpret it.

What can we do to help students then?

- Technique!
- Teach them opposites and synonyms.
- Teach them negative structures and how to express possibility.

B1 Preliminary and Invalsi

Events presented	Headlines
6	A Holidays in Spain.
7	B Enhancing human security and ending armed conflicts in Latin America.
8	C Boost your appetite.
9	D Epidemic in Southeast Asia.
9	E Venezuela's economic boom.
9	F A happy ending.
10	G Five offspring.

B1 Preliminary and Invalsi

Events presented	Headlines
6	A Holidays in Spain.
7	B Enhancing human security and ending armed conflicts in Latin America.
8	C Boost your appetite.
9	D Epidemic in Southeast Asia.
9	E Venezuela's economic boom.
10	F A happy ending.
10	G Five offspring.

FCE and Invalsi : Gap-fills.

We can use texts from exams or, even better, take some of our own choice.

- Ask pupils to work (in pairs or groups if suitable) on possible solution, with no options.
- Ask pupils to consider the grammatical implications for the gap, considering what comes before or after the gap itself.
- Are there any phrasal verbs, expressions built around prepositions?
- Go through the text using some options, translating!
- Similar approach can be used with «Sentence of two halves».

FCE and Invalsi : Literary Text.

The Sweetest Dream

How weary she was of all the problems, the bruised souls, the waifs and strays, how delightful it would be to say, 'Right, you can look after yourselves for a bit, I am going to be in the theatre every evening and most of the day too. (Here was another little cold nudge: have you taken leave of your senses? Yes, and she was loving every minute.)

The top of a tree still in its summer leaf, but a bit ragged now, was glistening: light from two storeys up, from the old woman's rooms, had snatched it from dark into lively movement, almost green: colour was implied. Julia was in, then. Readmitting her mother-in-law – her ex-mother-in-law – to her mind brought a familiar apprehension, because of the weight of disapproval sitting down through the house to reach her, but there was something else she had only recently become aware of. Julia had had to go to hospital, could have died, and Frances had to acknowledge at last how much she relied on her. Suppose there was no Julia, what would she do, what would they all do?

Meanwhile, everyone referred to her as *the old woman*, she too until recently. Not Andrew, though. And she had noticed that Colin had begun to call her Julia. The three rooms above hers, over where she stood now, below Julia's, were inhabited by Andrew the elder son, and Colin the younger, her and Johnny Lennox's sons.

She had three rooms, bedroom and study and another, always needed for someone staying the night, and she had heard Rose Trimble say, 'What does she need three rooms for, she's just selfish.'

No one said, Why does Julia need four rooms? The house was hers. This rackety overfull house, people coming and going, sleeping on floors, bringing friends whose names she often did not know, had at its top an alien zone, which was all order, where the air seemed gently mauve, scented with violets, with cupboards holding decades-old hats that had veils and rhinestones and flowers, and suits of a cut and material not to be bought anywhere now. Julia Lennox descended the stairs, walked down the street, her back straight, her hands in gloves – there were drawers of them – wore perfect shoes, hats, coats, in violet or grey or mauve, and around her was an aura of flower essences. 'Where does she get those clothes?' Rose had demanded before she had taken in that truth from the past, that clothes could be kept for years, and not discarded a week after buying them.

Below Frances's slice of the house was a sitting room that went from back to front of the house [...]. The room was not used enough to justify taking such a big slice out of the

26 What is meant by 'waifs and strays' at the beginning of the first paragraph?

- A Orphans.
- B Wives and husbands.
- C Homeless animals.
- D Casual guests.

27 What is the author trying to get across in the first paragraph?

- A Frances' desire for freedom is impeded by her sense of duty.
- B Frances would look after everybody better if she didn't have to be in the theatre.
- C Frances' dream of becoming an actress was coming true.
- D Frances would love to take leave of her senses every minute.

28 What is the relationship between Frances and Julia?

- A Julia finds the relationship with her daughter-in-law a strain.
- B Frances finds it difficult to accept that she depends on her mother-in-law.
- C If Julia had died, Frances wouldn't have had to look after her any more.
- D Frances finds it difficult to acknowledge that her mother-in-law trusts her.

29 What image of the house does the author portray?

- A The house is welcoming and people move in and out of it.
- B Everyone lives on one floor.
- C The tidy ground floor contrasts with the top floor.
- D It's very quiet.

FCE and Invalsi : Literary Text.

Can you prepare for them?

No!

.....or maybe YES!

- Common characteristics to be found in texts and type of questions.
- High level English
- Idioms
- Paragraph by paragraph
- Main ideas

FCE and Invalsi : Listening multiple choice.

31 When did Christopher Walker become a photographer?

- A When he got a letter from a travelling doctor.
- B After graduating, before embarking on a journey to Latin America.
- C During an internship in Latin America.
- D When his photos of a trip on social media were noticed by an agent.

32 What are the core elements that make a photo powerful?

- A Emotions, design and composition.
- B Distance, light and development.
- C Composition, light, design and emotions.
- D Light, design and emotions.

33 What was Walker's first picture of?

- A His granddad riding a reindeer.
- B A deer drinking water.
- C A mountain peak.
- D His granddad taking photos of a deer.

34 How does Christopher Walker approach his subjects?

- A He seldom has a plan, he just lets things happen.
- B He wakes up late in the morning and patiently waits for the right shot.
- C Things happen suddenly and hinder the freedom of expression.
- D He plans his shoots carefully and goes to his usual spot in the forest.

35 What tips does Christopher Walker give to aspiring photographers?

- A Forge ahead and work every single day.
- B Always do your best and wait for inspiration.
- C Don't take photos every day, wait for something interesting to happen.
- D Wait for unique moments to happen and take advantage of them.

FCE and Invalsi : Listening multiple choice.

Listening is a skill that needs training.

The exam tests listening skills, but in typical „standard exam“ style, tries and tricks students.

Multiple choices are sometimes very similar, or written to confuse students on purpose.

What can we do?

The Devil is in the detail!

FCE and Invalsi : Who says what?

A A kid ahead of time	36 Speaker 1
B The school prom	37 Speaker 2
C It was not worth it!	38 Speaker 3
D She added insult to injury	39 Speaker 4
E A tech-centric prank	40 Speaker 5
F Cramped handwriting	
G Restore trust in education	

FCE and Invalsi : Who says what?

Trick or treat?

Students hear a word that sounds the same or similar and they tick!

Can we guess before? Can we work on an exercise? Yes, but no guarantee!

Paraphrasing.

FCE and Invalsi : Who says what?

Take each sentence and get pupils to say what each sentence means and to write or say synonymous sentences.

Another option is to let each student pick a sentence (or have it given by teacher) do the above and then say it to the class who have to guess which one it is

Vital for listening as the script won't be exactly the same as the sentences.



Conclusion

Scared?
Worried?
Confident?
Any questions?