Theme: New Cambridge Preliminary exam, Gold XP,
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The New Cambridge B1 Preliminary exam: helping learners recognise success

Abstract
How can you help students identify what success is in the new B1 Preliminary and B1 Preliminary for Schools exams? This workshop provides hands-on experience of using learning intentions, models, success criteria and feedback for the revised speaking and writing papers to promote learning. Activities used come from the new Gold B1 Preliminary and Gold Experience B1 course books.

Summary
This workshop will give a quick overview of the changes to the Cambridge B1 Preliminary and Preliminary for Schools exams coming in January 2020. We will briefly look at the pedagogical reasons for choosing to work with learning intentions, models and success criteria, before moving on to their practical use in the classroom on a regular basis. Workshop participants will have the opportunity to try out, as learners, an approach where they are given a learning objective, listen to or read a model, use that model to identify success criteria and use that success criteria to recognise strengths and weaknesses in performance in a Cambridge B1 Preliminary speaking or writing task. Participants will then reflect on the approach and evaluate its benefits in helping learners to recognise how they can be successful in a task and then identifying their successes when self-assessing. The focus is very much on promoting learning rather than testing it, as it encourages learners to regularly set themselves targets.

Lesson ideas will come from the new Gold B1 Preliminary and Gold Experience B1 course books, but the approach can be transferred to any learning situation. After each activity, there will be time for feedback and questions. The workshop will end with a final reflection on how participants could use these ideas in their own context and there will be time for questions.