



Invalsi, how to approach the test in light of the 2019 session

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Invalsi in 2019.

96.4 % attendance. Invalsi congratulated the students.

One of the hotter topics discussed with teachers around Italy for problematics like:

1. not compulsory.
2. time constraints.
3. duration.



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Results.

Expectation

Students should leave Secondary School at B2 level.

1. Generic
2. Valid for all regions and schools
3. Maybe contradictory?
4. Maybe unfair?

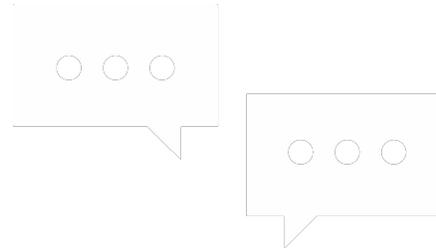


Results.

Reality

Overall at B2 level

1. Ca. 65% in the North
2. Ca. 52% in the Centre
3. Ca. 34% in the South and Islands

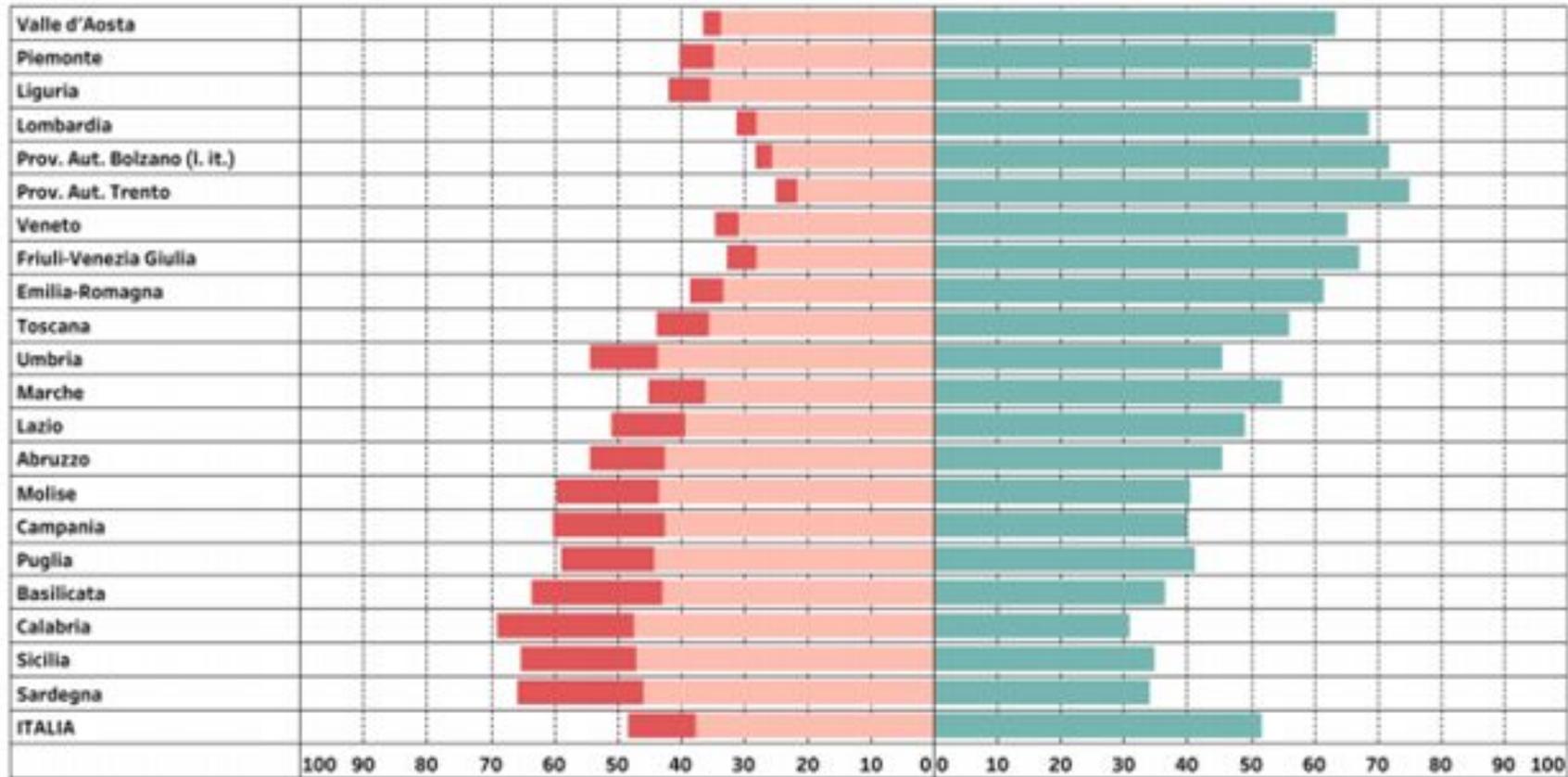


Results.

READING

Valori percentuali (%)

■ Non raggiunge B1 ■ B1 ■ B2



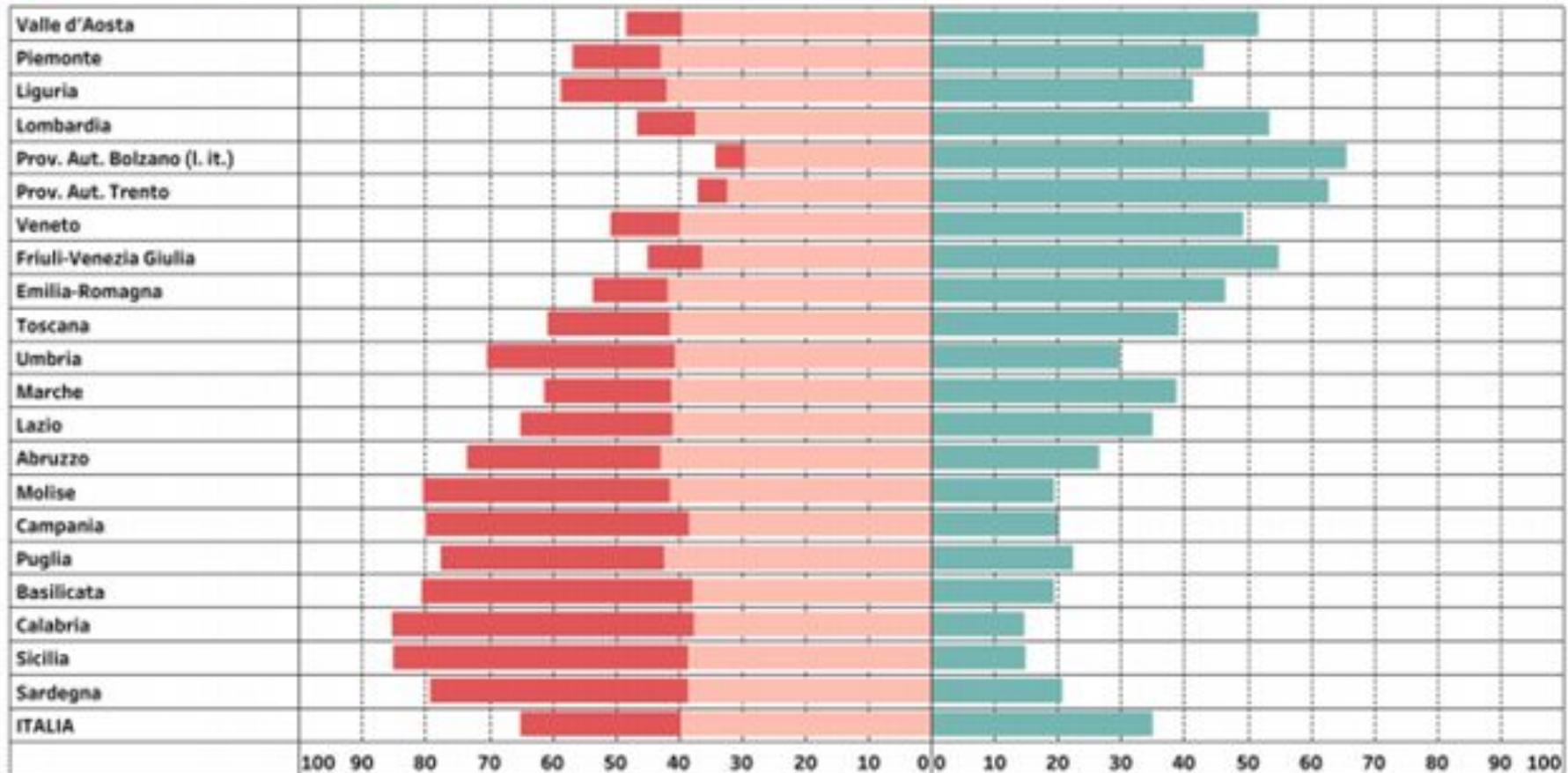
Reading



Results.

LISTENING

■ Non raggiunge B1 ■ B1 ■ B2



Listening



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We need to talk about listening.

At the end of Primary school, only an overall 12.5% in North and Centre and 24.5% in South and Islands do not reach the required A1 level.

1. The results get worse as students move forward in their studies.
2. The gap between regions widens.

Why???? What can we do????



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We need to talk about listening.

The INVALSI report gives possible explanations, but not an analytical one:

1. Maybe it is down to the difference in the quality of teaching.....
2.or maybe to the fact that some students have access to preparation outside of school.....



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What the INVALSI report does not say clearly.

To prepare students efficiently and effectively for a standardised exam teachers need:

1. Training
2. Time for them
3. Time for their students
4. Effective data analysis readily and easily accessible
5. Material to be used in class and assigned to students.
6. Maybe more.....but we can't really say!



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How can we prepare students for Invalsi?

We don't, but we have to teach them the skills they will need anyway to speak and understand a language and the strategies needed to face a standardised exam.

1. From the first year of Secondary school we plan accordingly.
2. We embed listening, reading and grammatical skills in every lesson.
3. We get them to work on vocabulary, which does not just mean rota-learning: **CONTEXT!**
4. Grammar can be taught in the “classical way”, but then needs to be put into a context.
5. Tests need to be mirroring what actual standardised exams ask of our students.
6. Material has to offer the necessary preparation in terms of skills, vocabulary, grammar and strategies.
7. The teaching of strategies and the mastering of timing must become the norm.
8. Differentiation matters, no matter what the “ideal” expectations.



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Shop till you drop!

We are going to give students a context, but not just that! And we will build upon that.

- 3**  2.17 For each idiom, choose the best meaning. Listen and check.
- 1 We're going to *shop till we drop* tomorrow!
 - a) try not to drop bags
 - b) go shopping for a long time
 - 2 The cheapest kind of shopping is *window shopping*!
 - a) looking but not buying
 - b) buying windows
 - 3 Dana won the lottery so *she went on a spending spree*.
 - a) bought lots of things
 - b) stopped buying things
 - 4 Their youngest kid was rushing around *like a bull in a china shop*!
 - a) likely to cause damage
 - b) very carefully
 - 5 I'm celebrating, so the pizza *is on me* tonight!
 - a) I'm paying
 - b) I'm holding it



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Shop till you drop!

To build upon the context we are now getting them to work on their vocabulary knowledge, expanding it by getting them to work as pairs, groups or class.

1 In pairs or as a group, answer the questions.

- 1 How many different types of shop can you think of? Make a list.
- 2 What are your favourite types of shop? What can you buy there?



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Shop till you drop!

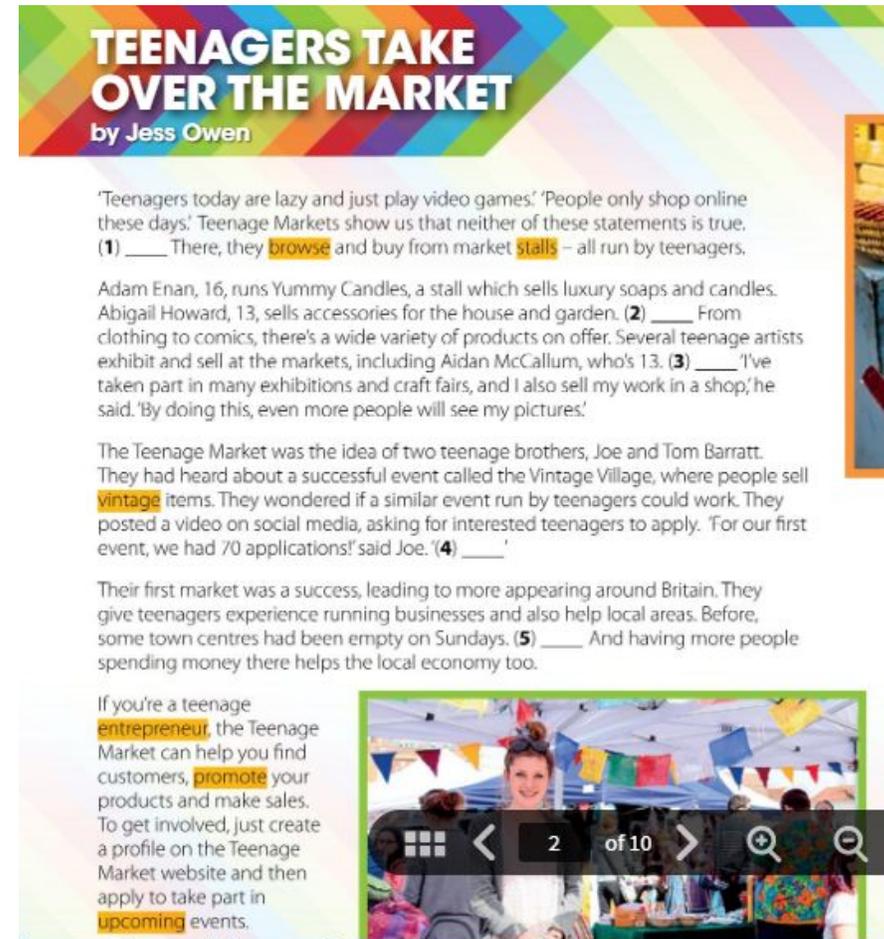
Here come the text, shall we just jump into it?
Depends on your students.

Shall we differentiate?

Shall we work on it to break it down and make it easier for students to work on it?

Do we want to create a quick exercise where we ask them to give a title to each paragraph?

Or do we want to extract key words prior to analyse it?



TEENAGERS TAKE OVER THE MARKET
by Jess Owen

'Teenagers today are lazy and just play video games.' 'People only shop online these days.' Teenage Markets show us that neither of these statements is true. (1) ____ There, they browse and buy from market stalls – all run by teenagers.

Adam Enan, 16, runs Yummy Candles, a stall which sells luxury soaps and candles. Abigail Howard, 13, sells accessories for the house and garden. (2) ____ From clothing to comics, there's a wide variety of products on offer. Several teenage artists exhibit and sell at the markets, including Aidan McCallum, who's 13. (3) ____ 'I've taken part in many exhibitions and craft fairs, and I also sell my work in a shop,' he said. 'By doing this, even more people will see my pictures.'

The Teenage Market was the idea of two teenage brothers, Joe and Tom Barratt. They had heard about a successful event called the Vintage Village, where people sell vintage items. They wondered if a similar event run by teenagers could work. They posted a video on social media, asking for interested teenagers to apply. 'For our first event, we had 70 applications!' said Joe. (4) ____

Their first market was a success, leading to more appearing around Britain. They give teenagers experience running businesses and also help local areas. Before, some town centres had been empty on Sundays. (5) ____ And having more people spending money there helps the local economy too.

If you're a teenage entrepreneur, the Teenage Market can help you find customers, promote your products and make sales. To get involved, just create a profile on the Teenage Market website and then apply to take part in upcoming events.



2 of 10



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Shop till you drop!

Once all of those questions have been answered and decisions have been made, we can always use this exercise to get into the Invalsi mood.

4 EXAM TASK Read the text. Five sentences have been removed from the text. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

- A. We immediately realised there were young people out there with the right skills and creative talent.
- B. Since then, they've learnt what shoppers want to buy.
- C. Of course, these teenagers will be adult shoppers in the future.
- D. They're just two of many teenagers who sell their products at a Teenage Market.
- E. Not many people were interested at first.
- F. Now, they're fun and lively places to visit.
- G. At weekends in the UK, shoppers are visiting their local Teenage Market.
- H. He had been selling his work for several years before he joined the Teenage Market.



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Shop till you drop!

Now that my students are confident with the vocabulary linked to the context, I can start working on their listening skills. Using one file and squeezing it, always INVALSI style.

This would be the first practice.

2  2.18 You will hear four short extracts. Match each speaker to a situation.

- | | | |
|---|-----|---------------------------------|
| 1 | ___ | a) shopping at a Teenage Market |
| 2 | ___ | b) shopping in the sales |
| 3 | ___ | c) window shopping |
| 4 | ___ | d) online shopping |

EXAM SKILL

Understanding relevant information

- Pay attention to who's speaking, who they're talking to, and what their relationship is.
- It's also important to understand when the speakers are talking about other people rather than themselves.



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Shop till you drop!

This would be the second (hence students having listened to the same file 4 times) and would allow my pupils to focus on other chunks of language.

3  2.19 Listen to the complete extracts and make notes to answer the questions.

Situation 1:

- 1 Who is the woman? _____
- 2 Who is Tim? _____
- 3 Who's older, Dan or Tim? _____

Situation 2:

- 4 Who is going to order something online? _____

Situation 3:

- 5 Who is 13? _____

Situation 4:

- 6 Who is Jack with? _____
- 7 Who do they look for at the end? _____



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Shop till you drop!

So when I get to the third listening, most of my students will be confident enough to complete this one fairly quickly.

1 What do they decide to get Tim?



A



B



C

2 What does Aisha decide to try on?



A



B



C

3 What did Karen like the most?



A



B



C

4 How does Jack's mum pay for his shoes?



A



B



C

Shop till you drop!

Having prepared the lesson to get students to practice/learn/improve their vocabulary, I know that during the course of the the hour, they have come across a certain number of Phrasal Verbs.

These are the basis of many exercises in standardised exams, often used by examiners to trick students, as many people do not know them.

We could teach them and get students to learn them via rota learning, but in a context it usually works better.

Phrasal verbs

2  2.16 Each of the words in bold is in the wrong sentence. Write the correct word in each gap and then listen and check.

- 1 I'm going to **get** _____ *up* my pocket money and buy a new comic.
- 2 If you **pay** _____ *around*, I'm sure you'll find a bargain somewhere else.
- 3 These shoes are really uncomfortable so I'm going to **run** _____ them *back*.
- 4 If you lend me the money for the ticket, I'll **add** _____ you *back* tomorrow.
- 5 My uncle doesn't earn much money, and he finds it difficult to **give** _____ *by* on his salary.
- 6 We don't want to **shop** _____ *out of* snacks during the picnic, so let's get some more now.
- 7 With all the desserts, the bill will **save** _____ *up to* at least €50.
- 8 I've got too many clothes so I'm going to **take** _____ some *away* to charity.



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Shop till you drop!

What if some students have completed exercises quicker than others?

Have vocabulary practice for them.

1  2.15 Write a word or phrase from the box in each gap. Listen and check.

cash card | change | voucher

- 1 _____ : coins, or the money you get back when you buy something
- 2 _____ : an official piece of paper that you can use instead of money
- 3 _____ : people use this to take money out of a bank machine

bargain | brand-new | half price
second-hand | special offer

- 4 If it's _____, it's usually 50% cheaper.
- 5 If it's a _____, it's very cheap.
- 6 If it's on _____, it's cheaper than usual.
- 7 If it's _____, someone has owned it before.
- 8 If it's _____, it hasn't been used before.

cost | exchange | order | rent | return

- 9 The bike isn't in stock, but we can _____ it for you.
- 10 This jumper's too small. Can I _____ it for a bigger one, please?
- 11 I got two of these for my birthday, so can I _____ one of them?
- 12 Are you going to buy the film or just _____ it?



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Expected questions.

This is not a fit for all plan, but an idea of how to approach the preparation of students for a standardised examination.

1. Where is the grammar?
2. Where are speaking and writing?
3. How can I do all of this in one lesson?
4. Is that all you would do in one lesson?
5. Why are you not using INVALSI material?
6. How about the TFJ?



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