

Proficiency Level: Pre-Intermediate (Level 3) Common European Framework (CEF) level

B1.

Pre-requisite: Completion of Elementary (Level 2) course or equivalent (Students without a formal qualification will be given a placement test to determine the level of proficiency.)

This is a course for students who already have solid foundation in the language. They may recently completed an elementary course or they may be returning to language learning after a break and need to revise key language before being able to progress further.

Pre-intermediate students are at a level where their knowledge, skills, abilities are considered at the average level of the tier-5 spectrum- Foundation to Elementary (low level), Pre-Intermediate (average), Intermediate to Upper-Intermediate (higher-level). They are at a crucial stage in their learning. Students at this level participate in classroom activities but may still have some misunderstandings. Their vocabulary is still rather limited but rapidly improving. They may feel comfortable and confident to respond communicatively but still needs direction and teacher's guidance. They can do academic work close to a grade level using commonly-used vocabulary but with frequent grammatical errors. They need materials that maintain their enthusiasm and confidence. They need to know how much they are learning and what they can now achieve. At the same time they need the encouragement to push themselves to use the new language that they are learning. Most of the students at this level exhibit growing confidence to comprehend and communicate orally in everyday situations.

At this stage, new language is introduced systematically, allowing students to extend and consolidate their knowledge of the language. Listening material is provided across three class CDs. New vocabulary is introduced regularly and this is controlled practice activities, allowing students to immediately activate the language in a supported way. There are also freer practice activities where students can focus on their fluency. In *Everyday English* sections, useful chunks of language are presented, which students can use in several different social contexts.

At any level the tools students need to speak English with confidence are Grammar, Vocabulary , and Pronunciation (G,V,P). All these three elements are given equal importance. Each lesson has clearly stated grammar, vocabulary, and pronunciation aims. This keeps lesson focused and gives students concrete learning objectives and a sense of progress.

Grammar

The main course book provides contexts for new language that will engage students, using real-life stories and situations, humour, and suspense. The **Grammar Banks** give students a single, easy-to-access grammar reference section with clear rules, example sentences with audio, and common errors. There are at least two practice exercises for each grammar point.

Pre-Intermediate students need

- clear and memorable presentations of new structures
- regular and motivating practice
- student-friendly reference materials

Vocabulary

Every lesson focuses on high frequency vocabulary and common lexical areas, but keeps the load realistic. Many lessons are linked to the **Vocabulary Banks** which help present and practice the vocabulary in class, give an audio model of each word, and provide a clear reference so students can revise and test themselves in their own time.

Pre-Intermediate students need

- to revise and reactivate previously learnt vocabulary
- to increase their knowledge of high-frequency words and phrases
- tasks which encourage them to use new vocabulary
- accessible reference material

Pronunciation

With new language come fresh pronunciation challenges for pre-intermediate learners, particularly sound-spelling relationships, silent letters, and weak forms. Students who studied Elementary will already be familiar with sound pictures, which give clear example words to help identify and produce sounds in the book. There is a pronunciation focus in every lesson, which integrates improving students' pronunciation into grammar and vocabulary practice.

Pre-Intermediate students need

- a solid foundation in the sounds of English
- a targeted pronunciation development
- to see where there are rules and patterns

Speaking

The ultimate aim of most students is to be able to communicate orally in English. Every lesson has a speaking activity which activates grammar, vocabulary, and pronunciation. The tasks are designed to help students to feel a sense of progress and to show that the number of situations in which they can communicate effectively is growing.

Pre-Intermediate students need

- topics that will inspire their interest
- tasks that push them to incorporate new language
- a sense of progress in their ability to speak

Listening

At pre-intermediate level students need confidence-building tasks which are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. They also need a variety of listening tasks which practice listening for gist and for specific details.

Pre-Intermediate students need

- confidence-building achievable tasks
- to practice getting gist and listening for detail
- to make sense of connected speech
- a reason to listen

Reading

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. The reading texts have been adapted from a variety of real sources (the press, magazines, news websites) and have been chosen for their intrinsic interest.

Pre-Intermediate students need

- engaging topics and stimulating texts
- manageable tasks that help students to read

Writing

The growth of the internet and email means that people worldwide are writing in English more than ever before both for business and personal communication. There are guided writing tasks in each lesson.

Pre-Intermediate students need

- clear models
- an awareness of register, structure, and fixed phrases

Practical English

The lessons give students practice in key language for situations such as explaining that there are problems in a hotel or a restaurant, or taking something back to a shop. To make these everyday situations come alive there is a story involving two main characters, Jenny (from New York) and Rob (from London). The **You hear/You say** feature makes a clear distinction between what students will hear and need to understand, for example *How can I help you?* And what they need to say, for example *There's a problem with the air-conditioning*. The lessons also highlight other Key "Social English" phrases such as *Here you are*. *Time to go*.

Pre-Intermediate students need

- to understand high-frequency phrases that they will hear
- to know what to say in typical situations
- to know how to overcome typical travel problems

Revision

Students will usually only assimilate and remember new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are recycled throughout the course. A series of skills-based challenges, including video interviews, are provided to help students to measure their progress in terms of competence. There are also pages that are designed to be used flexibly according to the needs of the students. There is also a separate short film on video for students to watch and enjoy.

Pre-Intermediate students need

- regular review
- a sense of progress

Assessment Structure

A comprehensive competency-based assessment focussing on Grammar, Reading, Writing, and Listening will be conducted twice each term on the 6th and the 12th week of the term. Speaking will be assessed in class as continuous assessment throughout the term to encourage more class participation.

Week 6	Mid-Term Assessment
Week 12	End of Term Assessment

Marks & Grade	
Grade	Description / Competency
A	Competent
B	Partially Achieved (Not Yet Competent)
C	Not Achieved (Not Yet Competent)
<ul style="list-style-type: none">• <i>To secure a passing grade to move up to the next level, students are required to be competent in all performance criteria in each component (Writing, Speaking, Grammar, Reading and Listening).</i>• <i>In addition, students are required to have a minimum of 80% attendance and/or have at least 80% attendance (accumulative) of 1 term (i.e. attended 45 days of classes) over his/her entire study duration for the level.</i>	

- If the student fails to achieve a passing grade, he/she may be eligible for recovery or re-assessment depending on the number of competent performance criteria achieved. Students who are not eligible for either have to repeat the whole term and retake all the assessments again.
- Recovery eligibility criteria
 - Only 1-2 components and less than 25% of the component were not achieved.
 - At least 80% attendance (45 days of classes)
 - Recommended by teacher
 - Recommendation will be based on the professional judgement of the teacher
- Re-assessment eligibility criteria

- Achieved at least 75% of the competency in all the individual components.
- At least 80% attendance (45 days of classes)