

Proficiency Level: Intermediate (Level 4) Common European Framework (CEF) level B2.

Pre-requisite: Completion of Pre-Intermediate (Level 3) course or equivalent (Students without a formal qualification will be given a placement test to determine the level of proficiency.)

This course is designed for students who have successfully completed the Pre-Intermediate English Course or who have an Intermediate level understanding of English.

Intermediate students are at the level where their knowledge, skills and abilities are considered at the high-level of the 5-tier spectrum- Foundation to Elementary (low level), Pre-Intermediate (average), Intermediate to Upper-Intermediate (higher levels). Students at this level can comprehend, can communicate, and they participate confidently in the class and other social situations. However, these students still need to further develop their skills necessary for them to join university classes. Vocabulary development, enhancement of grammar and writing skills, oral activity practice play a big part of this course.

Intermediate students feel that they are now quite high-level learners of English and are ready to “push on” to become very proficient users of the language. To achieve this they need motivating materials and challenging tasks. They need to set clear course goals from day one in terms of both language knowledge and of fluency and accuracy in speaking. Finally, they need classes to be fun and dynamic as they were at lower levels: there is no reason why higher-level teaching should become dry and over-serious. Students still want to enjoy their English classes--role plays, language games, challenges, quizzes and songs are still as valuable pedagogically as they were, and can often be exploited even better at this level.

Grammar, Vocabulary, and Pronunciation

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

Main Course book: New English File Third Edition

Supplementary Book: Pre-Intermediate New Headway (Oxford)

Grammar

Intermediate students need

- to revise and extend their knowledge of the main grammatical structures.
- to practice using different tenses together
- to be provided with more student-friendly reference materials

The main course book *English File third edition* puts as much emphasis on consolidating and putting into practice known grammar as learning new structures. It 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.

Vocabulary

Intermediate students need

- systematic expansion of topic-based lexical areas.
- to “build” new words by adding prefixes and suffixes.
- practice in pronouncing new lexis correctly.
- to put new vocabulary into practice

Every lesson in English File has a clear lexical aim. Many lessons are linked to the Vocabulary Banks which help present and practice high-frequency, topic-based vocabulary in class, give an audio model of each word, and provide clear reference so students can revise and test themselves in their own time.

Pronunciation

Intermediate students need

- practice in pronouncing sounds and words clearly.
- to be aware of rules and patterns.
- to be able to use phonetic symbols in their dictionary.
- an awareness of word and sentence stress.

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. Students who studied with *English File Elementary* and *Pre-Intermediate* will already be familiar with English File’s unique system of sound pictures, which give clear example words to help identify and produce sounds. *English File third edition Intermediate* integrates this focus on individual sounds with a regular focus on word and sentence stress where students are encouraged to copy the rhythm of English. Pronunciation is also integrated into Grammar and Vocabulary activities offering more practice for students, and often preparing students for speaking activity.

Speaking

Intermediate students need

- topics that will motivate them to speak.
- the key words and phrases necessary to discuss a topic.
- to feel their pronunciation is clear and intelligible.
- practice in more extended speaking.
- time to organize their thoughts before speaking.

Every lesson in *English File Intermediate* has a speaking activity which enables students to contribute their own knowledge or experience.

Confidence in speaking comes from knowing students are using the language correctly and pronouncing it correctly. So each speaking activity activates grammar, vocabulary, and pronunciation, and the tasks are designed to help students feel a sense of progress and to show that the number of situations in which they can communicate effectively is growing.

For students who have time to do further practice there are extra speaking activities available in Online skills.

Listening

Intermediate students need

- interesting, integrated listening material.
- confidence-building, achievable tasks.
- practice in 'getting the gist' and listening for detail.
- practice in dealing with authentic spoken language.

At Intermediate level students need confidence-building tasks which are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. Longer listening are broken into separate parts with different tasks, to avoid memory overload. Students are exposed to a wide variety of accents, including some non-native speakers of English.

For students who have time to do further practice there are extra listening activities available in online skills.

Reading

Intermediate students need

- engaging topics and stimulating texts.
- exposure to a wide variety of authentic text types.
- challenging tasks which help them read better.

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. In English File Intermediate reading texts have been adapted from a variety of real sources (the British press, magazines, news websites) and have been chosen for their intrinsic interest.

Writing

Intermediate students need

- clear models
- an awareness of register, structure, and fixed phrases.
- A focus on “micro” writing skills.

The growth of the internet, email, and social networking means that people worldwide are writing in English more than ever before both for business and personal communication. English File Intermediate provides guided writing tasks in each File, which consolidate grammar and lexis taught in the File.

Practical English

Intermediate students need

- to consolidate and extend their knowledge of functional language.
- to know what to say in typical social situations.
- to get used to listening to faster, more colloquial speech

The five Practical English lessons revise and extend common situations such as introducing yourself and others, or making polite requests, and introduce and practice the language for new situations, like expressing opinions or apologizing. The lessons also highlight other key ‘Social English’ phrases such as *Could you tell me why...?* and *I think I’ll go home if you don’t mind.* The Practical English lessons are on the **English File Intermediate DVD**, **iTutor** and **iTools**. Teachers can also use the Practical English Student’s Book exercises with the class audio CD. Using the video will provide a change of focus and give the lessons a clear visual context.

Revision

Intermediate students need

- regular revision
- motivating reference and practical material
- a sense of progress

Intermediate students need to feel they are increasing their knowledge and improving their skills. After every two Files there is a two-page Revise and Check section. It revises the grammar, vocabulary, and pronunciation of each File and provides a series of skills-based challenges such as interviews that help students to measure their progress in terms of competence.

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)