

Structures, lexis, functions and skills to be covered at the Pre-Intermediate Level

Please note – all examples are intended as a guide to the level of skills, structures and text types that are appropriate to introduce at this level. The examples are not intended to be exhaustive – actual examples will depend on the needs of the groups.

Structures

New structures to include	Please tick the items you have covered	Examples
Present/past passive	<input type="checkbox"/>	Introducing the passive form.
Present Perfect Continuous	<input type="checkbox"/>	He <i>has been studying</i> English for 2 years.
Past Perfect	<input type="checkbox"/>	He said we <i>had met</i> before.
Past Continuous	<input type="checkbox"/>	What <i>were you doing</i> this time yesterday?
Going to	<input type="checkbox"/>	Going to (form and use) + vs. “will”
Used to (past habits)	<input type="checkbox"/>	I used to go swimming every weekend.
Modals of obligation/permission	<input type="checkbox"/>	Must/mustn’t, can/can’t etc.
Infinitive of purpose	<input type="checkbox"/>	<i>I went back to switch off the iron.</i>
Have (got) to	<input type="checkbox"/>	E.g. for obligations – “ <i>I’ve got to finish...</i> ”
Gerunds (simple)	<input type="checkbox"/>	Introduction to gerunds and infinitives
Question tags (simple)	<input type="checkbox"/>	E.g. <i>isn’t he, aren’t they</i>
Imperatives	<input type="checkbox"/>	E.g. instructions and directions
Zero and first conditional	<input type="checkbox"/>	Introduction to simple conditionals.
Reported speech (simple)	<input type="checkbox"/>	E.g. <i>He said / He told me...</i>

Speaking functions

Functions	Please tick the items you have covered	Examples
Asking for and getting factual information	<input type="checkbox"/>	Asking for directions/details of social arrangements, etc.
Expressing and finding out attitudes	<input type="checkbox"/>	Expressing and asking for simple opinions (e.g. agreement/displeasure) etc.
Getting things done	<input type="checkbox"/>	Giving advice, asking for help, etc.
Socialising	<input type="checkbox"/>	Making introductions, turn-taking language, etc.
Structuring discourse	<input type="checkbox"/>	Basic signalling, e.g. ending a conversation
Dealing with communication breakdown	<input type="checkbox"/>	Asking for repetition and clarification / correcting misunderstanding etc.
Complaining	<input type="checkbox"/>	Expressing dissatisfaction
Telephoning	<input type="checkbox"/>	Handling simple phone conversations

Pronunciation

Pronunciation should be integrated and systematically taught throughout all lessons. Ensure when presenting new target language you pay sufficient attention to related phonological issues.

Skills	Please tick the items you have covered	Examples
Continued focus on the phonemic alphabet (both for production and recording pronunciation)	<input type="checkbox"/>	Using phonemes to record pronunciation
Production of correct syllable stress & sentence stress	<input type="checkbox"/>	Starting to mark word stress / awareness of patterns of sentence stress
Practice in using word / sentence stress and intonation to express meaning	<input type="checkbox"/>	Introduction to common intonation patterns, e.g. questions
Production of contracted forms	<input type="checkbox"/>	“I’m” or “What’s”
Focus on individual sounds	<input type="checkbox"/>	Minimal pairs, e.g. ship / sheep
Consonant clusters	<input type="checkbox"/>	E.g. ‘crisps’
Weak forms vs. strong forms	<input type="checkbox"/>	Auxiliaries, unstressed syllables

Reading and listening skills

Skills and subskills	Please tick the items you have covered	Examples
Reading/Listening for gist (skimming)	<input type="checkbox"/>	Newspapers and websites, short articles, radio, conversations, etc
Guessing meaning of words from context	<input type="checkbox"/>	Short graded / authentic articles and reports, web pages, graded fiction, etc.
Keeping vocabulary records – word building	<input type="checkbox"/>	All text types + means of recording vocabulary and word-building (and dictionary skills)
Reading / Listening for key words	<input type="checkbox"/>	News, rail and airport announcements, weather reports (radio/TV/the Internet) etc.
Reading / Listening for details (instructions, directions, description, etc)	<input type="checkbox"/>	Verbal directions, written/spoken descriptions (e.g. advertisements for holidays/accommodation), recipes, instructions on medicines, menus, safety announcements, etc.
Reading / Listening for attitudes and opinions	<input type="checkbox"/>	Conversations, letters and e-mails, factual TV programs, film reviews, etc.
Skills for coping with difficult texts	<input type="checkbox"/>	Shorter authentic texts / extracts of fiction / readers with audio/DVD, using subtitles with television, etc.
Recognition of correct syllable stress & sentence stress	<input type="checkbox"/>	Dictation of single sentences, marking stress on words, recognising marked stress in a dictionary
Recognition of contracted forms	<input type="checkbox"/>	<u>Matching spoken to written forms/dictation from songs, etc.</u>
Recognition of intonation patterns to express attitude	<input type="checkbox"/>	Dialogues, conversations, short and simple listening texts where the same structure is repeated with varying intonations

Writing skills

Skills and subskills	Please tick the items you have covered	Examples
Using simple sentence links	<input type="checkbox"/>	Letters and e-mails, descriptions (e.g. for a postcard)
Using topic sentences in paragraphs	<input type="checkbox"/>	Starting to paragraph familiar text types (e.g. letters, short descriptions, narrative describing feelings)
Constructing a simple narrative from facts	<input type="checkbox"/>	Simple CV and cover letter, expanding notes to messages responding to texts / requests for information.
Writing simple instructions	<input type="checkbox"/>	Directions, simple recipes, “How to...”
Writing messages and taking notes	<input type="checkbox"/>	Phone messages, notes for study, post-it notes, text messages

Editing written work	<input type="checkbox"/>	Any – finding errors, self and peer correction
Form-filling	<input type="checkbox"/>	Job application forms, bank account application, booking flights online, questionnaires...

Suggested vocabulary areas

Parts of speech	<input type="checkbox"/>
Words with more than one meaning	<input type="checkbox"/>
Describing countries and cities	<input type="checkbox"/>
Shops	<input type="checkbox"/>
Health problems	<input type="checkbox"/>
Money	<input type="checkbox"/>
Music	<input type="checkbox"/>
Jobs and work	<input type="checkbox"/>
Travel and holidays	<input type="checkbox"/>
Leisure	<input type="checkbox"/>
Family and relationships	<input type="checkbox"/>
Education	<input type="checkbox"/>
Food	<input type="checkbox"/>
Clothes	<input type="checkbox"/>
Describing people	<input type="checkbox"/>
Computer language	<input type="checkbox"/>
Describing feelings and reactions	<input type="checkbox"/>
Social expressions	<input type="checkbox"/>
Synonyms and antonyms	<input type="checkbox"/>
Collocations	<input type="checkbox"/>
Dependent prepositions	<input type="checkbox"/>
Introduction to phrasal verbs	<input type="checkbox"/>
Time expressions	<input type="checkbox"/>

Learner training

Keeping vocabulary records	<input type="checkbox"/>
Using a monolingual dictionary (checking word class)	<input type="checkbox"/>
Using the Language Activator	<input type="checkbox"/>
Using a thesaurus	<input type="checkbox"/>
Using other available resources e.g.	
• Libraries (books, newspapers, magazines, DVD's, talking books)	<input type="checkbox"/>
• The internet	<input type="checkbox"/>
• Learning support	<input type="checkbox"/>
• London	<input type="checkbox"/>
• English around you	
Defining individual aims	<input type="checkbox"/>
Reflecting on learning	<input type="checkbox"/>
Attitudes to errors	<input type="checkbox"/>
Dealing with unknown vocabulary	<input type="checkbox"/>
Increasing vocabulary – word families	<input type="checkbox"/>
Guessing meaning from context	<input type="checkbox"/>
Revision techniques	<input type="checkbox"/>
Collocations	<input type="checkbox"/>
Learning styles	<input type="checkbox"/>



Introduction to the Preliminary English Test (PET)

Reading and Writing

- Reading (Parts 1 to 5)



- Writing (Parts 1 to 3)



Listening (Parts 1 to 4)



Speaking (Parts 1 to 4)

