

Introduction

What is this guide for?

This guide is designed to help teachers cross reference the communicative activities and tasks in **English Result** with those described in the *Common European Framework of Reference for Languages: Learning, teaching and assessment* (CEFR), (Council of Europe, 2001. Cambridge University Press). It aims to enable teachers to see where an **English Result** course provides students with opportunities to rehearse different real-world activities and tasks which help them progress from one CEFR level to another in a particular skill.

The information in this guide, in conjunction with the information in the contents pages of the coursebook (language functions, grammar, vocabulary and text types), provides a fuller profile of **English Result Pre-intermediate** in relation to the CEFR communicative activities and tasks for you to consider in relation to the needs of your students.

How is it organised?

The guide is organised by **English Result** Student's Book level (**Elementary, Pre-intermediate, Intermediate, Upper-intermediate**) and then by units and lessons within each Student's Book. Each Student's Book level contains five tables for the skills and relevant communicative activities described in the CEFR. In this guide, the skills are presented in the following order: Listening, Reading, Spoken interaction, Spoken production and Writing (interaction and production).

Each table sub-divides a communicative language activity into the tasks which are common to both an **English Result** Student's level and the CEFR (see pages 222–3). For example, in the Listening table for **English Result Pre-intermediate**, exercises in which students have the opportunity to practice 'Overall listening comprehension' and 'Listening to audio media and recordings' are listed. The CEFR page references for the scales which describe the different communication tasks are given in the corresponding column headings.

Each table gives the page number of the lesson, and the exercise number of the classroom activity in **English Result Pre-intermediate**. In cases where a particular lesson does not provide students with the opportunity to practice the activity or task in the table, the lesson does not appear.

English Result and the Common Reference Levels

The Common Reference Levels are scales which describe what users of the language can do in different communicative activities and tasks, rather than the difficulty level of classroom activities. The six levels (A1, A2, B1, B2, C1 and C2) are often subdivided. For example, the 'Overall Listening Comprehension' scale describes what learners can do at A1, A2, A2+, B1, B1+, B2, B2+, C1 and C2.

English Result Pre-intermediate is designed to take a strong A1-level student to A2+ on the Common European Framework of Reference scale.

Although the Common Reference Levels don't assign difficulty levels to classroom activities, they are very useful for orientation purposes. In this guide, level-appropriate CEFR descriptors for the communicative activity are given before each table. For example, before the **English Result Pre-intermediate** table for Listening, the CEFR descriptors for A1, A2, A2+ and B1 are given. Users of the guide can see how the activity matches what a user of the language can do in relation to a particular CEFR level and skill.

Communicative language activity: Listening

The table in this section shows where students engage in communicative listening tasks as they work with the audio recordings for **English Result Pre-intermediate**. The scale which describes a student's overall listening ability on p. 66 of the CEFR, states that a user of the language:

- 'Can follow speech which is very slow and carefully articulated, with long pauses for him or her to assimilate meaning.' (A1)
- 'Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.' (A2)
- 'Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.' (A2+)
- 'Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc, including short narratives.' (B1)

In the table below, 'Overall listening comprehension' has been divided into two sections: tasks based on recorded natural conversations and those based on recorded monologues. 'Audio media and recordings' refers to recorded broadcast materials such as adverts, radio interviews, news, scripted sketches, quizzes, announcements, and instructions. Classroom exercises which primarily focus on elements of pronunciation, for example, *Listen and say A or B*, or *Listen and repeat* have not been included.

Unit and lesson <i>how to focus</i>		Page	Overall listening comprehension (CEFR p. 66) Recorded conversations	Overall listening comprehension (CEFR p. 66) Recorded monologues	Listening to audio media and recordings (CEFR p. 68)
1	Personal details				
A	Talk about names	7		exercise 11 exercise 12	
B	Give and understand personal details	9		exercise 4 exercise 5	
C	Ask questions about people	11			exercise 5
D	How to talk about vocabulary	13			exercise 8
E	Writing: A learning biography	14		exercise 7	
2	My region				
A	Ask for tourist information	17	exercise 10 exercise 11		
B	Describe places	19		exercise 12 exercise 13	
C	Compare the weather in different places	21		exercise 13 exercise 14	
D	Talk about personal things	23	exercise 4 exercise 13		
3	Leisure				
A	Talk about likes and dislikes	27	exercise 11		
B	Talk about your abilities	29	exercise 14 exercise 15		
C	Suggest what to do	31	exercise 5 exercise 10		
4	Home and away				
A	Ask for things in a hotel	37	exercise 12		
B	Say what's happened	39	exercise 11		
C	Say what you've done	41		exercise 13 exercise 14	
D	Talk about experiences	43	exercise 5 exercise 11 exercise 12		

5	Buying and giving				
A	Talk about clothes	47	exercise 6		
B	Make promises and offers	49	exercise 6		
C	Ask for things in shops	51	exercise 8		
D	Talk about rules (1)	53	exercise 11		
6	Services				
A	Talk on the phone	57	exercise 9 exercise 10		exercise 6
B	Talk about obligations	59			exercise 13
D	Say what was happening	63	exercise 13 exercise 14		exercise 5
7	Work				
A	Have a conversation about work	67	exercise 13 exercise 14		
B	Explain what you mean	69		exercise 4 exercise 5	
C	Talk about rules (2)	71		exercise 14 exercise 15	exercise 5
D	Describe a typical day	73		exercise 14 exercise 15	
E	Writing: A job description	74		exercise 6	
8	Gadgets and technology				
A	Apologize and respond to apologies	77	exercise 15		
B	Describe things	79	exercise 13 exercise 15		
C	Make predictions	81		exercise 13 exercise 14	
9	Food				
A	Talk about food	87	exercise 10 exercise 11		
B	Explain how to do something	89		exercise 12 exercise 13	
C	Give lifestyle advice	91			exercise 3 exercise 4
D	Talk about table manners	93	exercise 12		
10	Journeys				
A	Ask and say where places are	97	exercise 9 exercise 10		
B	Talk about stages of a journey	99	exercise 5		
C	Keep a conversation going	101	exercise 5 exercise 13		
D	Describe a route	103		exercise 14 exercise 15 exercise 16	
11	Body and mind				
A	Describe symptoms	107			exercise 5 exercise 9 exercise 10
B	Say how people appear	109		exercise 4	
C	Give your ideas	111	exercise 14 exercise 15		
D	Say how something was done	113	exercise 11 exercise 12		
12	Getting together				
A	Ask people to do things	117			exercise 13 exercise 14
B	Describe a festival	119	exercise 13 exercise 14		
C	Accept and refuse invitations	121	exercise 8		exercise 3
D	Talk about imagined situations	123		exercise 13 exercise 14	

Communicative language activity: Reading

The table in this section shows where students engage in communicative reading tasks as they work through **English Result Pre-intermediate**. The scale which describes a student's overall reading ability on p. 69 of the CEFR, states that a user of the language:

- 'Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.' (A1)
- 'Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.' (A2)
- 'Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.' (A2+)
- 'Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.' (B1)

In the table below, 'Overall reading comprehension' includes activities based on following text-types: conversations, sketches, puzzles, and quizzes. Classroom exercises, for example, *Read and listen*, *Underline examples of the past continuous in ...*, and *Read the audio script and check your answers* have not been included.

Unit and lesson <i>how to focus</i>		Page	Overall reading comprehension (CEFR p. 69)	Reading correspondence (CEFR p. 69)	Reading for orientation (CEFR p. 70)	Reading for information and argument (CEFR p. 70)	Reading instructions (CEFR p. 71)
1	Personal details						
A	Talk about names	7				exercise 3 exercise 4	
B	Give and understand personal details	9			exercise 2	exercise 2	
C	Ask questions about people	11	exercise 3 exercise 4		exercise 2		
D	Talk about vocabulary	13	exercise 7 exercise 12		exercise 1		
E	Writing: A learning biography	14	exercise 6			exercise 1 exercise 2	
2	My region						
A	Ask for tourist information	17			exercise 1	exercise 2 exercise 3	
B	Describe places	19	exercise 2			exercise 4	
C	Compare the weather in different places	21			exercise 4	exercise 5	
D	Talk about personal things	23		exercise 7	exercise 5	exercise 8	
E	Writing: A description of a region	24		exercise 1		exercise 3	
3	Leisure						
A	Talk about likes and dislikes	27	exercise 5			exercise 6	
B	Talk about your abilities	29			exercise 5	exercise 6 exercise 7	
C	Suggest what to do	31			exercise 4		
D	Talk about what's going to happen	33	exercise 3				
E	Writing: An invitation	34		exercise 1 exercise 5	exercise 1	exercise 2 exercise 3 exercise 4 exercise 6	

4	Home and away						
A	Ask for things in a hotel	37	exercise 17			exercise 7 exercise 8 exercise 9	
B	Say what's happened	39					exercise 10
C	Say what you've done	41	exercise 3				
D	Talk about experiences	43	exercise 3 exercise 4			exercise 2	exercise 14
E	Writing: A thank you note	44		exercise 1	exercise 1	exercise 2	
5	Buying and giving						
A	Talk about clothes	47			exercise 7	exercise 8	
B	Make promises and offers	49	exercise 4		exercise 2	exercise 3	
C	Ask for things in shops	51				exercise 3	
D	Talk about rules (1)	53			exercise 1 exercise 3	exercise 4	
E	Writing: Tips for visitors from abroad	55	exercise 6			exercise 1 exercise 2	
6	Services						
A	Talk on the phone	57	exercise 8 exercise 14				exercise 3
B	Talk about obligations	59	exercise 3				
C	Tell a story	61			exercise 5	exercise 6 exercise 7	
D	Say what was happening	63				exercise 2 exercise 3 exercise 4	
E	Writing: An insurance claim form	64	exercise 1		exercise 4	exercise 2 exercise 4 exercise 6	
7	Work						
A	Have a conversation about work	67			exercise 2 exercise 3 exercise 5		
B	Explain what you mean	69	exercise 2 exercise 3				
C	Talk about rules (2)	71	exercise 6 exercise 7		exercise 2	exercise 3 exercise 4	
D	Describe a typical day	73			exercise 2	exercise 3 exercise 4	
E	Writing: A job description	74				exercise 2 exercise 3	
8	Gadgets and technology						
A	Apologize and respond to apologies	77	exercise 9 exercise 10		exercise 2 exercise 3	exercise 4	
B	Describe things	79				exercise 3 exercise 4 exercise 5	
C	Make predictions	81			exercise 1	exercise 2 exercise 3	
D	Talk about the results of future actions	83		exercise 6	exercise 6	exercise 7	
E	Writing: A message of apology	84	exercise 8	exercise 2	exercise 9 exercise 10	exercise 3	
9	Food						
A	Talk about food	87	exercise 9			exercise 7	
B	Explain how to do something	89					exercise 10 exercise 11
C	Give lifestyle advice	91			exercise 2		
D	Talk about table manners	93			exercise 3	exercise 4	
E	Writing: A food and drink guide for visitors	94			exercise 1	exercise 2 exercise 3	

10	Journeys						
A	Ask and say where places are	97			exercise 1	exercise 2	
B	Talk about stages of a journey	99	exercise 4		exercise 2		
C	Keep a conversation going	101	exercise 4		exercise 2	exercise 3 exercise 15	
D	Describe a route	103			exercise 3	exercise 4 exercise 6	
E	Writing: A letter to a holiday friend	104	exercise 4	exercise 2		exercise 2 exercise 5	
11	Body and mind						
A	Describe symptoms	107	exercise 6			exercise 4	exercise 7
B	Say how people appear	109				exercise 3	
C	Give your ideas	111	exercise 8 exercise 9		exercise 7		
D	Say how something was done	113				exercise 3 exercise 4	
E	Writing: A complaint	114		exercise 3		exercise 4	
12	Getting together						
A	How to ask people to do things	117	exercise 2				
B	Describe a festival	119				exercise 2	
C	Accept and refuse invitations	121	exercise 2 exercise 3		exercise 13		
D	Talk about imagined situations	123				exercise 4	
E	Writing: An email conversation	124	exercise 8	exercise 1 exercise 7	exercise 2	exercise 3	

Communicative language activity: Spoken interaction

The table in this section shows where students engage in different types of conversation as they work through the lessons in **English Result Pre-intermediate**. The scale which describes a student's overall spoken interaction ability on p. 74 of the CEFR, states that a user of the language:

- 'Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.' (A1)
- 'Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.' (A2)
- 'Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.' (A2+)
- 'Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).' (B1)

In the table below, classroom exercises, for example, *Listen, repeat, and copy the stress, Read the conversation with a partner*, and whole class brainstorm activities have not been included.

Unit and lesson <i>how to focus</i>	Page	Conversation (CEFR p. 76)	Informal discussion (with friends) (CEFR p. 77)	Goal-oriented co-operation (CEFR p. 79)	Transactions to obtain goods and services (CEFR p. 80)	Information exchange (CEFR p. 81)
1 Personal details						
A Talk about names	7					exercise 5 exercise 9 exercise 15 exercise 16
B Give and understand personal details	9					exercise 13
C Ask questions about people	11	exercise 15 exercise 17				
E Writing: A learning biography	14					exercise 3
2 My region						
A Ask for tourist information	17	exercise 2			exercise 13 exercise 16	
D Talk about personal things	23	exercise 6 exercise 14				
3 Leisure						
A Talk about likes and dislikes	27	exercise 10 exercise 13 exercise 15				
B Talk about your abilities	29					exercise 1 exercise 18
C Suggest what to do	31		exercise 11 exercise 13 exercise 15			
D Talk about what's going to happen	33			exercise 17		
4 Home and away						
A Ask for things in a hotel	37		exercise 10		exercise 17	
B Say what's happened	39					exercise 15
C Say what you've done	41					exercise 17
D Talk about experiences	43	exercise 14				

5	Buying and giving					
A	Talk about clothes	47				exercise 14
B	Make promises and offers	49			exercise 18	
C	Ask for things in shops	51				exercise 19
D	Talk about rules (1)	53				exercise 14
E	Writing: Tips for visitors from abroad	54	exercise 1			exercise 4
6	Services					
A	Talk on the phone	57			exercise 14	exercise 1
B	Talk about obligations	59		exercise 15		
D	Say what was happening	63				exercise 12
7	Work					
A	Have a conversation about work	67	exercise 18			exercise 16
B	Explain what you mean	69				exercise 12 exercise 14
D	Describe a typical day	73	exercise 18			
8	Gadgets and technology					
A	Apologize and respond to apologies	77	exercise 18	exercise 7		
C	Make predictions	81		exercise 15		
D	Talk about the results of future actions	83		exercise 13		
9	Food					
A	Talk about food	87	exercise 12			
B	Explain how to cook something	89	exercise 1			
D	Talk about table manners	93	exercise 5		exercise 14	
10	Journeys					
A	Ask and say where places are	97			exercise 3	exercise 13
B	Talk about stages of a journey	99				exercise 12 exercise 16
C	Keep a conversation going	101	exercise 16			exercise 11
E	Writing: A letter to a holiday friend	104				exercise 3
11	Body and mind					
A	Describe symptoms	107			exercise 16	
C	Give your ideas	111		exercise 17		
12	Getting together					
A	Ask people to do things	117			exercise 17	
C	Accept and refuse invitations	121			exercise 13	
D	Talk about imagined situations	123	exercise 5			exercise 16

Communicative language activity: Spoken production

The table in this section shows where students engage in activities which involve long turns as they work through **English Result Pre-intermediate**. The scale which describes a student's overall oral production ability on p. 58 of the CEFR, states that a user of the language:

- 'Can provide simple mainly isolated phrases about people and places.' (A1)
- 'Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.' (A2)
- 'Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.' (B1)

In the table below, 'Overall oral production' includes activities in which students give short descriptions of things or other people, or tell short stories. 'Sustained monologue: Describing experience' includes telling stories, talking about actions, events, and feelings.

Unit and lesson <i>how to focus</i>		Page	Overall oral production (CEFR p. 58)	Sustained monologue: Describing experience (CEFR p. 59)
1	Personal details			
A	Talk about names	7	exercise 7	
B	Give and understand personal details	9		exercise 6 exercise 12 exercise 14
D	Talk about vocabulary	13	exercise 13	
2	My region			
A	Ask for tourist information	17	exercise 7	
B	Describe places	19	exercise 9 exercise 16	
C	Compare the weather in different places	21	exercise 12 exercise 16	exercise 3
3	Leisure			
B	Talk about your abilities	29		exercise 13
D	Talk about what's going to happen	33		exercise 1
4	Home and away			
A	Ask for things in a hotel	37		exercise 1
5	Buying and giving			
A	Talk about clothes	47		exercise 15
6	Services			
C	Tell a story	61		exercise 4 exercise 15
D	Say what was happening	63		exercise 18
7	Work			
A	Have a conversation about work	67		exercise 4
C	Talk about rules (2)	71		exercise 17 exercise 19
E	Writing: A job description	74		exercise 4
8	Gadgets and technology			
B	Describe things	79	exercise 16	
C	Make predictions	81		exercise 3

9	Food			
A	Talk about food	87		exercise 1
B	Explain how to do something	89		exercise 14 exercise 16
C	Give lifestyle advice	91		exercise 16
D	Talk about table manners	93	exercise 13	exercise 1
E	Writing: A food and drink guide for visitors	94		exercise 7
10	Journeys			
B	Talk about stages of a journey	99	exercise 1	
D	Describe a route	103	exercise 13	exercise 18
11	Body and mind			
A	Describe symptoms	107		exercise 1
B	Say how people appear	109	exercise 1 exercise 9 exercise 13	
D	Say how something was done	113		exercise 14
E	Writing: A complaint	114		exercise 1
12	Getting together			
B	Describe a festival	119		exercise 3 exercise 17

Communicative language activities: Writing (interaction and production)

The table in this section shows where students are involved in different types of writing activities (either in the context of on-going communication or producing an independent text) as they work through **English Result Pre-intermediate**.

Classroom exercises in which students complete gapped texts have not been included in the table below. Similarly, classroom activities in which students work on the writing process (for example, brainstorming and organising ideas, and writing first drafts) have been omitted. In **English Result**, a complete lesson is devoted to developing the sub-skills needed for students to perform the final writing activity.

Written interaction

The scale which describes a student's overall written interaction ability on p. 83 of the CEFR, states that a user of the language:

- *'Can ask for and pass on personal details in written form.'* (A1)
- *'Can write short, simple formulaic notes relating to matters in areas of immediate need.'* (A2)
- *'Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.'* (B1)

Written production

The scale which describes a student's overall written production ability on p. 61 of the CEFR, states that a user of the language:

- *'Can write simple isolated phrases and sentences.'* (A1)
- *'Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.* (A2)
- *'Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.'* (B1)

Unit and lesson <i>how to focus</i>		Page	Correspondence (CEFR p. 83)	Notes, messages and forms (CEFR p. 84)	Creative writing (CEFR p. 62)
1	Personal details				
B	Give and understand personal details	9		exercise 2	
E	Writing: A learning biography	14			exercise 10
2	My region				
E	Writing: A description of a region	24	exercise 8		
3	Leisure				
E	Writing: An invitation	34	exercise 8		
4	Home and away				
E	Writing: A thank you note	44		exercise 4 exercise 9	
5	Buying and giving				
E	Writing: Tips for visitors from abroad	54			exercise 7
6	Services				
E	Writing: An insurance claim	64		exercise 4 exercise 9	exercise 10
7	Work				
E	Writing: A job description	74			exercise 10

8	Gadgets and technology				
E	Writing: A message of apology	84	exercise 12		
9	Food				
E	Writing: A food and drink guide for visitors	94			exercise 11
10	Journeys				
E	Writing: A letter to a holiday friend	104	exercise 8		
11	Body and mind				
E	Writing: A complaint	114	exercise 10		
12	Getting together				
E	Writing : An email conversation	124	exercise 6 exercise 7 exercise 8		