

ELICOS General English Pre Intermediate

Total duration of the course: 10 weeks x 20 hours

Fee: \$300/Week (includes \$10 per week Resource Fee)

Rationale for the course:

The rationale of the course is to provide a General English course for students to proceed on to after completing the Elementary level. Students at this level need to continue building their vocabulary and grammar repertoire to meet basic survival demands in everyday situations. Students also need to have a range of situations where they can put their language to work. This course is important in developing students' language skills in a range of familiar contexts prior to joining the Intermediate ELICOS course.

Relationship with other courses:

The General English Elementary level course provides a pathway for students wishing to continue their English language studies at the Intermediate level.

Profile of target learner group:

Students joining the General English Pre-Intermediate course will be from a non-English speaking background from a range of countries. They will be over 18 years of age and will have a range of reasons for wanting to learn English. These reasons may be related to personal, social, vocational or future study needs or a combination of these.

Students are expected to have mastered the fundamentals of English and need more practice at expanding their vocabulary and grammar in order to express themselves. Students are likely to require encouragement to develop their independent learning skills and to develop their confidence to use English outside the classroom.

Course entry requirements:

IELTS 4 - 5, TOEFL IBT 57 - 86, CEFR level A2 – B1 or equivalent

Students must be of 18 years of age to apply

At least Year 10 certificate or its equivalent

***equivalent** means:

- BIOT accepts as “equivalent”¹ to IELTS 4.5 / 5 to be: CEFR B1, ISLPR 1+ / 2, TOEFL Internet Based 35 - 45², Pearson Test of English Academic 35 – 42

Timetable

You will be given a timetable during your orientation program. Depending on your preference you can either choose morning shift or afternoon shift.

Benefits of the General English course

- Develops English language communication skills, including fluency and clear pronunciation
- Provides a flexible approach to meet students’ individual learning needs
- Focuses on realistic situations to practice reading, writing, speaking and listening skills in English
- Builds in IELTS practice activities for students needing an IELTS score for other purposes, such as further study or work
- Expands students’ general knowledge and awareness of local and international current affairs
- Builds confidence in overall communication by encouraging feedback from assessment tasks
- Develops intercultural awareness
- All classes are taught by qualified and experienced English language teachers

The course is of a practical nature and the four macro skills of speaking, listening, reading and writing are integrated to develop learners’ communicative competence. Grammar and vocabulary are taught in context and intercultural awareness is incorporated throughout the course.

Assessments

A series of regular formative assessment tasks are designed for students to use their English in a range of simulated contexts. These assessment tasks involve the integration of reading, writing, speaking and listening skills through the use of role plays, research and presentation skills.

¹ Taylor (2004a) cautions that making comparisons between scores on different tests is challenging due to the variations in the design, purpose and format and the fact that candidates may perform better in certain tests than others.

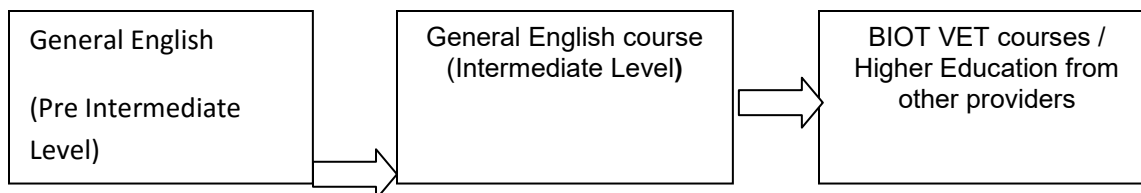
Taylor, L (2004a) 'Issues of test comparability', Cambridge Research Notes, 15, 2-5.

² Reference: <http://www.ets.org/toefl/institutions/scores/compare/>

Coupled with this, an assessment folio is maintained by students to include samples of work done throughout the course. This will include writing drafts and final products, records of class discussions and oral presentations, records of independent research and any Business English Certificate test practice scores.

Study Pathway

The General English course provides a study pathway to mainstream business study courses in the vocational training and higher education sectors.



For more information, please visit your academic manager for English courses at BIOT at admin@biot.edu.au

Course Outcomes expressed in learner oriented terms:

General English Pre-Intermediate Learning Outcomes	
Learning Outcomes	Enabling Skills
<p>Speaking</p> <p>PI S.1 Can participate in informal conversations / discussions on familiar topics</p> <p>PI S.2 Can express simple opinions on familiar topics and give reasons</p> <p>PI S.3 Can make requests, suggestions, inBIOTations, offers, and accept and decline politely</p> <p>PI S.4 Can plan and deliver a short talk / oral presentation on a chosen topic (3 – 5 mins)</p>	<ul style="list-style-type: none"> • Can demonstrate the use of turn-taking strategies • Can express simple opinions and give reasons, agree and disagree • Can ask and answer questions to seek information and clarification • Can use a growing range of vocabulary to describe people, places, objects and special events • Can use a growing range of tenses to talk about past events and future plans • Can plan and organize a brief oral presentation • Can use a growing range of appropriate pronunciation to express intended meaning and start using discourse markers

<p>Listening</p> <p>PI L.1 Can listen to a range of familiar spoken texts for gist</p> <p>PI L.2 Can listen for specific information from familiar and predictable texts</p> <p>PI L.3 Can follow a set of straightforward instructions / directions</p>	<ul style="list-style-type: none"> • Can employ predictive listening skills • Can apply discriminatory listening strategies to identify main ideas and specific details and supporting information from familiar texts • Can identify various aspects of pronunciation to convey specific meaning • Can begin to guess words from context
<p>Reading</p> <p>PI R.1 Can read a range of basic and familiar written texts for gist</p> <p>PI R.2 Can read basic and familiar texts for specific information</p> <p>PI R.3 Can determine the writer's purpose</p>	<ul style="list-style-type: none"> • Can employ predictive reading skills • Can skim and scan familiar texts to gain the main ideas, locate specific details and supporting information • Can read a range of familiar texts for pleasure • Can begin to guess the meaning of words from context
<p>Writing</p> <p>PI W.1 Can write a range of informal texts, including blogs, to support language learning</p> <p>PI W.2 Can write short emails / postcards to maintain relationships and convey familiar information</p> <p>PI W.3 Can write a short essay to express an opinion</p> <p>PI W.4 Can begin to edit own work to correct common mistakes with grammar, vocabulary, punctuation and spelling</p>	<ul style="list-style-type: none"> • Can write about recent events and future plans using appropriate tenses and vocabulary • Can write factual information, descriptions and short narratives • Can use appropriate imperatives to give directions • Can demonstrate the use of a range of connectives • Can use a range of formulaic expressions to express opinions, make requests, suggestions and extend inBIOTations • Can express opinions and reflect on own learning needs and progress

<p>Grammar and Vocabulary</p> <p>PI G.1 Can demonstrate growing control over a range of structures to express intended meaning in everyday situations</p> <p>PI V.1 Can demonstrate the use of an expanded range of vocabulary to suit a variety of everyday contexts</p>	<ul style="list-style-type: none"> • Can use appropriate tenses to express ideas, discuss past events and talk about future plans • Can begin to use a range of adjectives and adverbs to describe people, objects and places • Can use a growing range of functional expressions for everyday situations • Can use a range of question forms and use a growing range of prepositions • Can begin to use a range of modals and conditional forms • Can use quantifiers with countable and uncountable nouns • Can show awareness of the use of direct and indirect articles
<p>Independent Learning</p> <p>PI IL.1 Can set short and long term goals and employ autonomous learning strategies including basic research</p> <p>PI IL.2 Can develop an effective study plan</p> <p>PL IL.3 Can maintain records of assessments</p>	<ul style="list-style-type: none"> • Can identify own strengths and weaknesses • Can complete set homework tasks to practise English outside class time • Can identify everyday opportunities to practise English outside class time • Can conduct basic research and review and edit own work