

Introduction

Welcome to **English Result**! We've focussed on making each lesson motivating, attractive, and memorable. We've planned the course to be complete and success-oriented. We treat language as a practical, action-oriented tool for communication. We've made the course transparent and easy to follow, with a clear lesson and unit structure. We hope you enjoy it!

Motivating

English Result is designed to motivate. We believe that quality of learning depends on quality of attention, and students will only pay attention if they are motivated. Student motivation may be extrinsic (they study the subject for external rewards) or intrinsic (they like the subject for its own sake), or a mix of these.

Adult and young adult students often have very good extrinsic reasons for learning English – for work, exams, study, or travel, for example. However, this alone does not guarantee that they will be successful, especially considering that many will have tried to learn English before with disappointing results. We've often heard frustrated students say things like, 'I've studied English for six years and I still can't speak it!'. These students need a fresh new approach, including course material which is intrinsically appealing.

We've written **English Result** with this in mind, by creating material which will act like a magnet to attract students' attention. In our experience, texts and tasks are likely to work as 'attention magnets' if they have one or more of the following properties:

- curiosity
- entertainment
- challenge
- enjoyment
- space for personalization
- space for choice and control

For this reason, we have consciously tried to make sure that at least one of these properties is central to each lesson.

Once the students' attention has been attracted, their motivation needs to be sustained during the lesson and through the course. They need to feel that they are making progress and achieving something worthwhile. This achievement is motivating in itself. We aim to cultivate achievement motivation in a number of ways:

- By providing engaging lessons which begin by stating a practical communicative objective (**How to ...**) and provide all the necessary input for the students to achieve that objective.
- By providing tasks which are clear, focussed, challenging, doable, personalizable, and which offer choices.
- By providing assessment tools for both learner and teacher which are transparent and allow the students to check their own progress against the independent, internationally recognised student attainment levels in the CEFR (the **Common European Framework of Reference**). For more information, go to www.oup.com/elt/teacher/result.

Attractive and memorable

English Result is designed for maximum visual impact. The entire left-hand page of the main lessons consists of a striking combination of picture and text. These 'impact pages' are designed to attract the students' attention. They are the kinds of pages that would probably spark the curiosity of any person thumbing through the book, even someone *not* studying English. These pages are addressed to the reader-as-person, rather than the reader-as-student-of-English, and their impact is not diluted by instructions, explanations, or exercises. The impact page forms the 'centre of gravity' of the lesson, helping to give each lesson a distinct and memorable character.

We believe that variety from lesson to lesson is crucial to maintaining the students' interest, so the impact pages include a wide mix of genres such as the following:

- magazine articles
- comedy sketches
- mystery stories
- games
- puzzles
- personality tests
- general knowledge quizzes
- poems
- art

There is always a strong visual component on the impact pages. We feel that images are very valuable in language learning for a number of reasons:

- In language teaching, a picture is like a text where the students provide the words. As a result, a picture can provide content for a lesson but at the same time leave the students with an active role in constructing the language.
- A picture can provide a very clear context for new language. Often, this context would be impossible to describe in words at the student's level of English.
- Pictures are level-flexible. The more language you know, the more you can say about the picture.
- Pictures are attention magnets.

Success-oriented

English Result is designed for success.

- **Optimum level of challenge:** The course is based on realistic expectations of what the students should be able to achieve in a lesson. For example, we do not expect students to be able to discuss issues in fluent English when they have only been prepared to produce a few basic exchanges. The course is challenging enough to keep a student of this level alert, but not so difficult that they get lost and lose their sense of control. In this way, students are positioned right at the edge of their competence and pushing it forward.
- **Positive approach:** The course takes a positive approach to learning and progress by helping both the student and teacher to focus on what students CAN do rather than what they can't. Language learning is a complex process and we do not expect that, at the end of a lesson, a student will be able to produce a flawless performance in a communicative task. Instead, we take a positive approach to learning by helping teachers and students focus on elements of communication which are successful, rather than viewing an utterance as something to be corrected. In this way, students can see how far they've come and not only how far they've got to go.
- **Support:** In **English Result Elementary**, students are given plenty of support in all skills. For example, for spoken English:
 - New words and phrases are modelled on the audio component to help with pronunciation.
 - Often, functional dialogues are printed on the page so that students can see a printed model for their own oral communication.
 - Students are given the opportunity to prepare and plan before freer communicative tasks.
 - All of this kind of scaffolding means that students are not simply 'thrown in at the deep end', and success is more than just a matter of luck.
- **Realistic learning load:** The language presented in **English Result Elementary** is tightly graded and controlled so as not to overwhelm the learner. The grammar and vocabulary input is informed by publications related to the Common European Framework of Reference, based on what is most useful and frequent. In this way, students are not adrift in an endless sea of new language – they are in a pool, and they have a good chance of reaching the other side.
- **Recycling:** New language is continually recycled from lesson to lesson and across the course. In addition to this implicit recycling, there is explicit recycling in the E lessons and Review lessons at the end of every unit. The E lessons are designed to put some of the new language from the unit into action in the context of a carefully staged and supported writing task. The Review lessons give students a chance to revisit all the new grammar and vocabulary in the unit.
- **Feedback on progress:** **English Result** comes with a comprehensive set of assessment material so that students can test their new skills on a regular basis and get reliable feedback on what they're doing well and what they need to do more work on.

Action-oriented and practical

English Result encourages students to see language in terms of what they can do with it, rather than as a body of knowledge. Often, students view language as just a list of words and grammar structures and they end up in the frustrating position where they know a lot about the language but they still can't speak it. In our experience, most students would like to imagine themselves coming out of a course being able to say, 'I can use English', rather than, 'I know the past tense of irregular verbs in English.' To help move towards this, we have tried to show how the new language is used to create meaning and to communicate:

- The **How to** titles of all the lessons indicate a practical purpose for the language in the lesson, showing the students that they are not simply learning new vocabulary and structures 'because they are there'.
- New grammar and vocabulary are presented within the flow of a lesson, as part of an overall practical objective, and not just for their own sake.
- The **Can do** bar at the end of each lesson reminds students that they are learning practical abilities, not passive knowledge.

Complete

The **English Result Elementary** syllabus is closely informed by Council of Europe publications and includes a comprehensive coverage of the various competences outlined in them. A false-beginner level student who has worked successfully through **English Result Elementary** should be able to place themselves at or above A1 for listening, reading, spoken interaction, spoken production, and writing. For more information, go to www.oup.com/elt/teacher/result.

- **Communicative tasks:** The **English Result Elementary** lesson themes are functional in nature, and are based on activities described as being appropriate for an A1-level learner. In this way, the student can easily see the use of the language they are learning, and it is pitched to their level to provide an optimum degree of challenge.
- **Skills:** In addition to the traditional four skills of listening, reading, speaking, and writing, **English Result** follows the CEFR by regarding the speaking skill as comprising both spoken interaction (conversation) as a skill in its own right, and spoken production (for example, giving a short self-introduction) as a separate skill. This helps to ensure that the students experience a balanced range of speaker roles so that they really can come away from the course being able to 'speak English'.
- **Strategies:** **English Result** pays explicit attention to the various strategies students can use to overcome difficulties in communicative situations, such as asking for clarification or listening and identifying clues to meaning. In this way, students will be empowered and not left helpless whenever they hit a communication problem.
- **Language competence:** **English Result** has clearly identifiable grammar, vocabulary, and pronunciation strands, which are highlighted at the top of each lesson page as well as in the contents pages. In addition, attention is paid to sociolinguistic competence (namely aspects of culture such as appropriate ways of addressing people) and pragmatic competence (for example being able to make and respond to suggestions appropriately or using linkers to join ideas together). This gives students a full picture of what the language is and how it works.

Clear unit structure

- All 12 units of English Result Elementary have the same six-lesson structure:
- Lessons A–D each consist of two pages: the impact page on the left and the lesson page on the right.
 - Lesson E is one page, reviewing the language in the unit and building up to a written output task.
 - Each unit ends with a one-page Review lesson, providing extra practice of the grammar and vocabulary covered in the unit.

This clear structure means that you know where you are at a glance, making the course clear and easy-to-use.

Ana's bag

How to continue a conversation

A Read and find information

1 Look at Ana's bag contents and read **A good weekend**.
2 Choose the right answer to the questions. Write the letter in the box.

B Grammar: past simple

1 Complete the sentences in the grammar box.

C Pronunciation

1 Listen to Ana's story and repeat. Notice that she doesn't repeat the whole sentence.

D Listen for key facts

1 Write the past simple of the verbs in the box.

E I can talk about a weekend

A job interview

How to talk about a career

A Read a funny story

1 Work with a partner. Write a list of jobs.

B Grammar: past simple regular and irregular

1 Listen to the audio and write the past simple of the verbs.

C Pronunciation

1 Listen to the audio and repeat. Notice that she doesn't repeat the whole sentence.

D Vocabulary: careers

1 Write the past simple of the verbs in the box.

E I can talk about a career

WHODUNNIT!

THE PEOPLE

THE CRIME

How to talk about what happened

A Read for detail

1 Read the text and answer the questions.

B Grammar: past simple

1 Complete the sentences in the grammar box.

C Pronunciation

1 Listen to the audio and repeat. Notice that she doesn't repeat the whole sentence.

D Listen for key facts

1 Write the past simple of the verbs in the box.

E I can talk about what happened

Alfred Nobel

Nobel Prize winners

How to talk about life stories

A Pronunciation

1 Listen to the audio and repeat. Notice that she doesn't repeat the whole sentence.

B Read for detail

1 Read the text and answer the questions.

C Grammar: past simple

1 Complete the sentences in the grammar box.

D Vocabulary: life stories

1 Write the past simple of the verbs in the box.

E I can talk about life stories

Writing Biodata

Unit 10 Review

A Read for key facts

1 Read the text and answer the questions.

B Get ideas for writing

1 Write the past simple of the verbs in the box.

C Organize ideas for writing

1 Look at the table below and read the biodata for Pablo Neruda.

D Grammar: past simple

1 Complete the sentences in the grammar box.

E I can write my biodata

Alfred Nobel

Nobel Prize winners

How to talk about life stories

A Pronunciation

1 Listen to the audio and repeat. Notice that she doesn't repeat the whole sentence.

B Read for detail

1 Read the text and answer the questions.

C Grammar: past simple

1 Complete the sentences in the grammar box.

D Vocabulary: life stories

1 Write the past simple of the verbs in the box.

E I can talk about life stories

How English Result works

How to ...

The **How to** provides a clear focus and makes the practical learning outcome absolutely transparent to the student.

Left-hand impact page

Every A to D lesson includes a whole page of visual stimulation to keep motivation high.

Many different genres, from news articles to adverts, cartoon strips to mystery stories, quizzes to games, help to provide variety and keep the material fresh.

Visual help

Images are used extensively to make texts and new language more accessible and memorable for the students.

TV6 presents

A job interview

1 Interviewer: Come in and sit down.
Robin: Thank you.
I: And you are Mr Banks?
R: Yes, Robin Banks.

2 I: Now, some questions about your career, Mr Banks. When did you leave school?
R: Eh, let's see ... I left school in ... 1995.

3 I: And what did you do after that?
R: I was with the police for a while.
I: Oh, you joined the police?

4 R: No, I took a police car and drove it into a wall.
I: Oh, I see ...

5 I: And what did you do after that?
R: I went to Oxford.

6 I: What, Oxford University?
R: No, Oxford bus station.

7 I: Were you a bus driver?
R: No, I took mobile phones out of people's bags. Then I sold them in the market. I worked there for six months.

8 I: Oh! And what did you do after that?
R: A job in a bank.
I: Ah, very good! You got a job in a bank. Were you there for a long time?

9 R: No, only 15 minutes. Then the police arrived.
I: Hmm, I see. Well, thank you for coming to the interview, Mr Banks. Goodbye.

10 R: It's for you.

Robin's career

a b c d e

98 10B

Dictionary work

Regular dictionary work helps students to become more independent as learners both inside and outside the classroom.

Students learn how to use the dictionary for collocations, grammar, and pronunciation, not just word meanings.

GVP bar

The grammar, vocabulary, and pronunciation content of each lesson is clearly signposted so teachers and students know what to expect.

Reading and listening skills

Receptive skills, sub-skills, and strategies appropriate for a student aspiring to reach level A1 or A1+ are made explicit in the section headings. Teachers and students know what they are practising and why.

Both audio and textual materials are true to their genre. For example, casual conversation contains features of natural speech such as hesitation. Scripted dialogues contain authentic sound effects so students are exposed to the contrasting varieties of spoken English they might expect to hear both in the media and on the street.

Pronunciation

Pronunciation sections flow naturally from the How to, grammar, or vocabulary of each lesson, helping students see how pronunciation fits into the wider picture.

Equal weight is given to segmental features such as sounds and to supra-segmental features such as sentence stress. In this way, students get balanced practice of English pronunciation both receptively and productively.

Pronunciation exercises take a meaning-based approach wherever possible, so that students can see how pronunciation can change meaning.

Vocabulary

The vocabulary input is manageable and relevant – high-frequency, useful language that is of immediate practical value.

Students are given the opportunity to expand their vocabulary in areas which are relevant for them. This helps them to talk about their own life and circumstances.

Vocabulary is constantly recycled across lessons, helping students to fix it in their minds.

Productive Skills

The **Put it all together** section at the end of every A–D lesson gives students the chance to put new language into action in a speaking or interaction activity. This provides an opportunity for freer oral practice of the new language.

The students are given plenty of support and preparation for these activities to help give them the best possible chance of success.

The Put it all together section at the end of every E lesson is a piece of written work that has been carefully prepared, step-by-step, throughout the whole lesson. In this way, students have plenty of ideas, strategies, and appropriate language before they start writing. Students are also shown stages involved in the writing process.

Reflection

The **Can do** bar at the end of each lesson reminds students what the lesson has been about and invites them to reflect on how much they have learnt. This helps them to self-assess their achievement realistically and positively.

How to talk about a career

g past simple regular and irregular V careers P wrote /V/ or rode /d/

A Read a funny story

- 1 Work with a partner. Write a list of jobs.
Example doctor ...
- 2 Read **A job interview** opposite. Do you think Robin got the job?
- 3 Look at **Robin's career** opposite. Match pictures a–e with parts of **A job interview**.
Example a = 7
- 4 Write true or false.
 - 1 Robin left school in 1995. True
 - 2 Robin joined the police.
 - 3 Robin went to Oxford University.
 - 4 Robin took mobile phones from bags.
 - 5 Robin worked in a bank for a long time.
- 5 **A job interview** is part of a TV show. Guess the places where people laugh.
- 6 **108.1** Listen to the show and check your answers.
- 7 Say the **A job interview** conversation with a partner.

B Grammar past simple regular and irregular

- 8 Read **A job interview** again. Find the past of these verbs.
 - 1 join joined 4 work 7 go
 - 2 leave 5 arrive 8 get
 - 3 take 6 drive 9 sell
- 9 Write the verbs from exercise 8 in the grammar box.

regular	irregular
join – joined	drive – drove

- 10 Find the past of these verbs in your dictionary.
become drink give know make
pay ride send think write

think /θɪŋk/ verb (thinks, thinking, thought) *has thought*
1 To have an opinion about something; to believe something: I think it's going to rain. *o*
2 To think that Sara will come (tomorrow)? "Yes, I think so." (= I think that she will come) *o*

Oxford Essential Dictionary

More practice? Grammar Bank >> p.145.

C Pronunciation wrote /V/ or rode /d/

- 11 **108.2** Listen and say A or B.

A /V/	B /d/
She wrote 'horses'.	She rode horses.
I can't write very well.	I can't ride very well.
I sent a lot of emails.	I send a lot of emails.
There's a 't' in 'lift'.	There's a 'd' in 'lived'.

- 12 Test a partner.

Example A She rode horses. B B!

D Vocabulary careers

- 13 Match the people a–c with their careers 1–3.

My career in four lines

- 1 I ... joined the army, stayed there for two years, got a job as a mechanic, started a small business.
- 2 I ... went to university, studied medicine, became a doctor, got a job in a hospital.
- 3 I ... got married, worked at home, had a child, wrote a book.

- 14 Write a 'career in four lines'. It can be your own career, the career of somebody you know, or one you would like. Use your dictionary.

ABCD Put it all together

- 15 Add three more events to your 'career in four lines'.
- 16 Interview your partner. Remember the tips for a good conversation on >> p.97! Then ask two more students.
Example A When did you leave school?
B I left school in 1998.
A Oh really? And what did you do after that?
B I went to university.

Grammar sections

Students always see new grammar in context before it is actively presented to them. This shows the grammar in action and demonstrates how it contributes to meaning, before they focus on the form.

Students are encouraged to work out rules and patterns of language for themselves so that the presentation is more memorable.

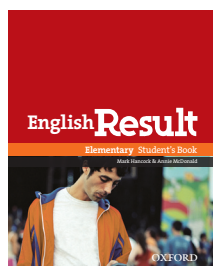
Grammar bank

The **Grammar Bank** at the back of the book provides clear reference notes plus extra exercises for students who need more controlled practice.

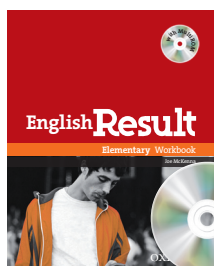
I can talk about a career.

on my own with a lot of help with some help very easily

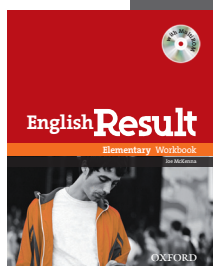
What else does **English Result** offer?



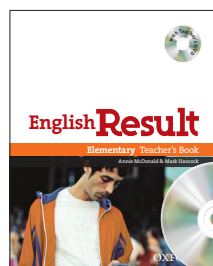
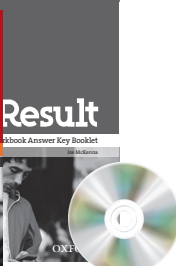
Student's Book



Workbook with MultiROM



Workbook with Answer Key Booklet and MultiROM



Teacher's Book with DVD



Class Audio CDs

For students: extra practice material www.oup.com/elt/result

For teachers: extra resources www.oup.com/elt/teacher/result

Teacher's Book

The **English Result** Teacher's Book has been designed as a resource:

- for planning before the lesson
- for quick reference during the lesson
- for step-by-step guidance during a lesson

The Teacher's Book is interleaved with the Student's Book so that the teaching notes are on the page facing the corresponding classroom material. This, together with strong section headings, clear answer keys, and colour-coded extra activities, makes for easy navigation and fast cross-referencing.

B Grammar past simple regular and irregular

- 8 The lead-in exercise to the grammar section is based on past tense forms students are now familiar with. Go through the example as a class and ask students to give you the picture number when they find the word *joined* (3). Explain that the words in the exercise are not in the same order as the pictures. Ask for volunteers to give the answers. Monitor for correct pronunciation and give extra practice if necessary.

2 left (2)	5 arrived (9)	8 got (8)
3 took (4)	6 drove (4)	9 sold (7)
4 worked (7)	7 went (5)	

Extra plus

Students guess the past form of the verbs before looking through the interview to check.

Orientation

These notes appear in the first column of a set of notes for each lesson, and provide you with a variety of lesson-appropriate information: the context of situation, the language focus of the lesson, and what will happen in the *Put it all together*. The section ends with practical preparation ideas and warmer suggestions.

- **Context notes** This is an overview of what the students will mainly focus on during the lesson, along with a brief summary of the input material to help you quickly 'tune in' to the material.
- **Culture notes** These are brief notes on aspects of everyday culture such as different politeness conventions or different expectations of how to be a good guest. You can use this information to help your students become more inter-culturally aware. For more information, go to www.oup.com/elt/teacher/result.
- **Language focus** This is an 'at-a-glance' boxed summary of main language areas of the lesson (grammar, vocabulary and phrases, pronunciation and discourse), along with an indicator of language points being previewed, recycled or which should be treated as for recognition purposes only. This helps you distinguish between areas of language which needs greater attention and language which is incidental to a particular lesson.
- **Language notes** These notes give extra information about aspects of the new language that often confuse students, such as structures which may be different in their own language, or false friends. In this way, you'll be prepared for those 'difficult' questions.
- **End-product notes** These notes provide a summary of the final task: what students will be doing, what materials they can look back to for support, and how they will work together to do it. This means you know in advance what the whole lesson is building towards.
- **Preparation notes** These notes tell you what you can do before the lesson to make it run more smoothly, such as asking students to bring dictionaries or preparing a few questions. This helps to ensure you're not caught unprepared.
- **Warmer notes** The Warmer section provides topic-opener activities for you to get your students thinking and talking about the topic and to introduce the How to ..., the communicative task focus and aim of the lesson.

What's in it?

The teacher's notes for each lesson are in three main sections:

- **Orientation** This gives you all the background information about the language and content of the lesson so that you can see 'the bigger picture'.
- **Step-by-step lesson notes** These guide you through the lesson.
- **Assessment guide** At the end of the lesson, this helps you assess student performance so that you and your students can see how far they've come.

Step-by-step lesson notes

Numbered exercise notes

These notes accompany the exercises in the Student's Book, following the same numbering system for ease of navigation. The notes include:

- Advice on **classroom management**, for example how students should be grouped.
- **Teaching techniques**, for example concept-checking. There are a wide variety of techniques to help you vary your teaching style and discover which procedures best suit you and your class.
- Tips on when and how to give **feedback** on students' performance, and what aspects of their performance to focus on. The notes also advise you where not to expect accuracy or correct error. For more information go to www.oup.com/elt/teacher/result.
- **Text orientation** For the listening and reading sections in each lesson, we provide a mini-orientation to the topic of a text, a summary of the sub-skills being developed, and supplementary information on the genre of a written text or the qualities of a listening text.

Extras

These notes are in colour so that you can distinguish them from the procedural notes. They include:

- **Language notes** on typical problem areas in the focus language.
- **Teaching tips** to give you extra ideas for dealing with different teaching points.
- **Extra help** for dealing with students who are having difficulty.
- **Extra activities** in case you have extra time and would like to give more practice.
- **Extra plus:** ideas to provide more challenge for those students who need it.
- **Early finishers:** extra activities for mixed ability classes or where some students finish earlier than others.
- **Answer keys:** For more open-ended exercises which don't have a single correct answer, suggested answers are given so you know the kind of answer the students are expected to produce.

Student performance

At the end of each lesson, you will find an **assessment checklist** to help you to assess and give feedback on student performance, and to focus student attention on specific criteria when they are deciding where to place themselves on the **Can do** bar.

Student performance

Students should be able to give factual information in response to questions.

You can use this checklist to monitor and give feedback or to assess students' performance.

Accuracy	Do students use most regular past tense forms accurately? exercise 9
Vocabulary	Do students talk about four or more career activities? exercise 14 Do students use four or more different verbs? exercise 14

I can talk about a career.

Students tick *on my own* if they can answer questions about their career. They tick *with some help* if they need to look at exercise 13 up to three times for help.

- **Balanced** The list gives you a menu of criteria by which to judge performance, for example accuracy, fluency, vocabulary, or coherence. The criteria are systematically varied from lesson to lesson so that your assessment and feedback is balanced and not dominated by only one aspect, such as grammatical accuracy for example.
- **Practical** When you assess student performance, it is impossible to focus on all aspects at once. For this reason, there are only a few criteria specified in each assessment checklist, in order to make the task more manageable. In addition, for each criterion, a very concrete and specific feature is specified for you to listen out for, helping to make your assessment more focussed and objective rather than impressionistic.
- **Appropriate** The task checklists in **English Result Elementary** are based on the scales at A1 in the Common European Framework of Reference. This means you can be confident that the assessment criteria are relevant and appropriate to the students' level.
- **Transparent** The assessment checklists are transparent for both teacher and student alike. They make it easy for you to explain and for students to understand exactly what they're doing well and what could be improved. A final note in the Student Performance section gives more advice on helping students self-assess on the **Can do** bar at the bottom of the page. For more information, go to www.oup.com/elt/teacher/result.

Notes for Review Lessons

The Review lessons in the Student's Book provide a set of familiar, free-standing exercises which students can use to review the main grammar and vocabulary in a unit. The accompanying TB notes provide a wealth of extra activities and exercise types to help tailor the material to your students' needs. For further information, go to www.oup.com/elt/teacher/result.

The **Review** lessons can be used in a variety of different ways. For example:

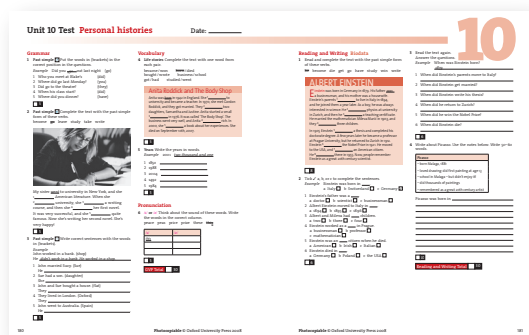
- You can have a quiet class, to allow students to work at their own pace, and make yourself available to attend individual questions.
- Students could work through all the exercises in pairs or small groups.
- Students could choose which exercises they want to do.
- You could also use the **Review** activities at an appropriate point in your lesson to give students further controlled practice.
- You could set the **Review** exercises as homework, possibly asking students to choose two or three exercises, and give students parts of the answer key for them to self-correct.

In each set of Teacher's Book **Review** lesson notes, you will find:

- A Review Lesson **Warmer**, with an exercise or activity based on ten key phrases from the unit.
- **Warm-up activities** for each exercise: suggestions for optional short (often whole-class) activities which get students thinking about a language point before they do the exercise.
- **Set-up notes** for each exercise: practical advice and answer keys.
- **Follow-up notes** for each exercise: suggestions for optional activities which usually have a more student-centred focus.
- **Early finishers:** suggestions for further activities which students can do individually, often giving them the opportunity for personal reflection on their work on the unit as a whole.

Also in the Teacher's Book

Unit Tests



- One photocopiable Test per SB unit (see p.162)
- Each Test includes Grammar, Vocabulary, Pronunciation Awareness, and Reading and Writing sections.
- Easy to administer with clear instructions and examples for students and marking guidelines for teachers.

DVD

Key features:

- 30 minutes of classroom footage and author commentary to show you how the material works in the classroom.
- Accompanying teacher training worksheets
www.oup.com/elt/teacher/result.

Other components

Workbook

- One page of grammar, vocabulary, and pronunciation practice exercises for each Student's Book lesson (with **Can do** self-assessment).
- Two pages of **Skills practice** every unit to develop students' reading, writing, and listening skills.
- **Self Check tests** for every unit to help students reflect on their learning and measure their progress.

MultiROM

- **Student's MultiROM** with interactive listening, vocabulary, and pronunciation practice plus downloadable study documents.

Website

The **Result Website** provides extra interactive and downloadable materials, including:

- Listening tests
- Speaking tests
- CEFR support
- English Result Portfolio
- Worksheets to accompany the DVD
- Extra practice for students

Teacher's site: www.oup.com/elt/teacher/result

Student's site: www.oup.com/elt/result

Assessment in English Result

English Result contains a coherent, comprehensive, flexible, and reliable set of assessment materials for both teachers and students. These materials can be found in various components in **English Result**: the Student's Book, Workbook, Workbook MultiROM, Teacher's Book, and Website.

We take a broad view of assessment and provide a set of resources we think will be useful for both teachers and students. We believe that one of the main purposes of assessment is to show what has been achieved, and so, in keeping with the key values of the course, we have provided material to help you to provide reliable feedback and to credit students for what they are able to do. In other words, as well as providing traditional tests, we also offer assessment materials which are success-oriented and informative. We hope the result will be a positive impact on motivation and learning.

For teachers: We provide a set of traditional tests which comprehensively assess language and skills on a unit-by-unit basis, and which are easy to administer and mark. To help teachers feel that they are being fair and consistent in their assessment, we also provide clear answer keys with suggestions on how to allocate marks and what to focus on when assessing the writing and speaking skills. For more information, go to www.oup.com/elt/teacher/result.

For students: We provide a range of materials which will encourage students to reflect on their progress in relation to their personal learning needs and current learning goals. Our aim is to help teachers to help students to take greater responsibility for their own learning. At the end of the course, students who want to will be able to see how their progress in **English Result Elementary** relates to the Council of Europe 'Can do' descriptions in relation to levels A1 and A2 for Listening, Reading, Spoken Interaction, Spoken Production, and Writing.

Assessment for teachers

Put it all together tasks

In the Teacher's Book lesson notes, we provide a general description of the type of activities students do in the **Put it all together** section in each lesson. We also offer some task-specific criteria to help you focus on particular aspects of students' language. The checklists offer different criteria on a lesson-by-lesson basis, and using these will help you become more confident in using a range of criteria for speaking and writing tasks. If you want to use the criteria to give your students a mark for their performance, you should also add an overall evaluation of how well you felt students performed the task.

Unit tests

The **Unit tests** give students the chance to show how much they can do. On pp.162–185 of the Teacher's Book, there are photocopiable **Unit tests**. There are three sections, testing Grammar, Vocabulary and Pronunciation Awareness, and a further two sections with Reading Comprehension and Writing tasks. There are 60 marks in total for this part of the test, divided equally between language and skills. Overall, each test takes about 40 minutes, and is easy to administer, with clear instructions and examples which demonstrate to students what they have to do. The listening and speaking tests, with 20 marks allocated to each skill, can be found on www.oup.com/elt/teacher/result.

All the questions and activities are based on the material students have covered in the corresponding Student's Book unit. The grammar and vocabulary content of a unit test is closely linked

to the unit's Review lesson, with a range of testing questions designed to help to build students' confidence before they embark on more specific exam training courses, for example if they plan to sit internationally recognised language tests.

We have designed the speaking tests so that you can choose to focus on either spoken interaction or spoken production, testing students in groups of two or three. There are role cards for students, with clear instructions for each part of the test. There are also step-by-step instructions, and a user-friendly mark record sheet to help you assess your students' performance reliably and with confidence.

Samples of the **Unit tests** and answer keys were trialled in different countries, and we looked carefully at how the students answered questions and what the teachers had to say about the material. The insights we gained informed development of the tests and the answer keys.

The answer keys

The **Unit test** answer keys on pp.186–189 of the Teacher's Book, include guidance on how to deal with students' mistakes in relation to the testing focus of particular questions. For example, in order to help you be sure you are responding to students' answers objectively and consistently, we suggest that it is best if no half marks are awarded. In a reading comprehension test, for example, we advise that an answer which shows a student has understood a text should not be penalised for spelling mistakes. This isn't to say that accurate spelling isn't important – students will be required to demonstrate this in another part of the test.

In the answer keys, we also include assessment criteria to help you assess students' writing and speaking skills, plus advice on how to distribute marks for the different areas. The task-specific assessment criteria have been anchored to A1 descriptions of ability in the CEFR, and they follow a similar format to the assessment checklists in the Teacher's Book notes. You could use information you collect to diagnose and build up a picture of strengths and weaknesses on a class basis or for individual feedback. By showing students how you assess, you can help them develop criteria to evaluate their own work and identify areas needing further attention.

Assessment for students

The Can do bar

At the end of each lesson in the Student's Book, students are invited to reflect on their performance in the task and mark their self-assessment on the **Can do** bar at the bottom of the page. The bar is worded to encourage a positive outlook and is a simple learner-training device. With regular use, it should:

- engage students in the learning process
- make the link between their own learning experiences and progress
- help students identify their personal learning goals
- develop the ability to become more realistic in their self-assessment
- increase student motivation

The Teacher's Book lesson notes offer some assessment criteria which you could use to help students reflect on their performance before they mark the **Can do** bar. There is also a brief description of the abilities of a student who might be considered to be at one of the middle positions on the scale – *with some help* or *on my own*. The other positions, *with a lot of help* and *very easily*, can be described relative to the middle positions.

Students can return to their initial self-assessment and review their position on the bar after they have worked with other **English Result** materials, for example the Workbook. Students can transfer their self-assessment to the Biography in the **English Result Portfolio Practice Book** at regular intervals. Later, these

can be transferred to the Passport, which has descriptions of ability in the five skills based on the CEFR. Thus, the bar acts as a personalized record of both achievement during the lesson, and progress over the course.

The Self Check tests

In addition to on-going self-assessment using the **Can do** bars at the end of each lesson, students are given the opportunity to think about their progress by using the **Self Check tests** after each unit of the Workbook. Students are given an answer key, and encouraged to use the tests as a do-it-yourself diagnostic tool.

The questions are based on grammar, vocabulary, and pronunciation awareness. Once students have checked their answers, they are encouraged to reflect on their performance and self-assess their achievements. The notes which follow the Self Check activities help students reflect on language and skills achievement. Using these, students can determine personal study objectives and are given information which guides them to corresponding Student's Book, Workbook, and MultiROM activities for further practice.

The Portfolio Practice Book

The **English Result** Portfolio Practice Book is based on the principles behind Council of Europe accredited models. It is for students who want to keep records of their work, to record and reflect on their learning experiences, to monitor their progress, and to see how their learning progresses during the course.

Students reflect on their ability to perform communicative tasks they practise at the end of each lesson. Later, they will be shown how to use this information for more global self-assessment using skill-specific descriptions for levels A1-, A1, A1+ and A2. These provide students with a stepping stone to CEFR level descriptions in an officially accredited European Language Passport.

Teacher's notes explain the purpose of the different sections in the portfolio, and how to integrate them with the course. For more information, go to www.oup.com/elt/teacher/result.