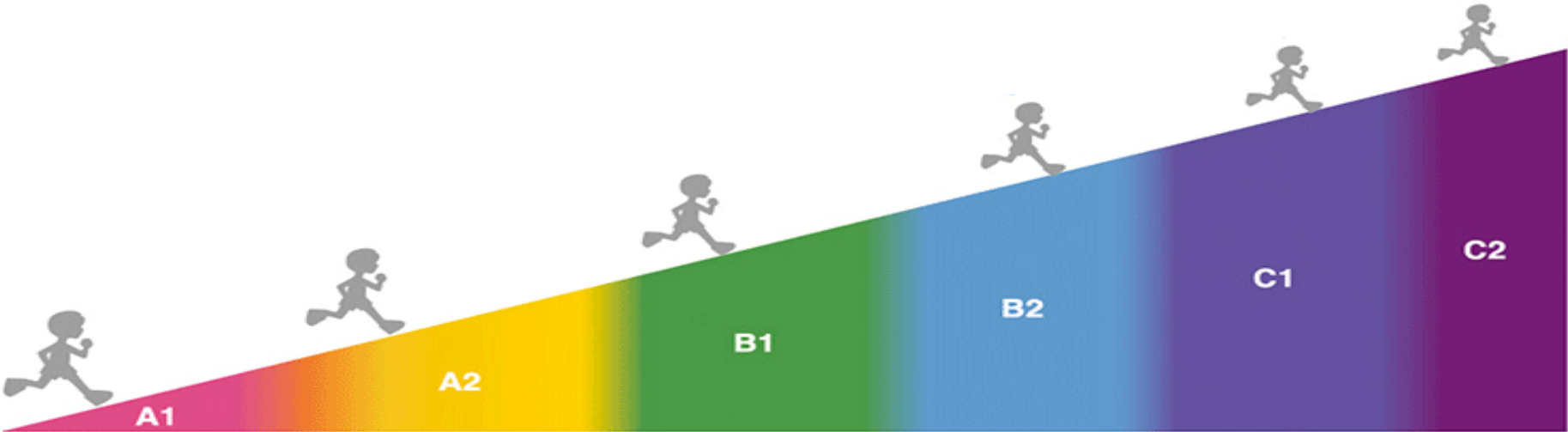


A low-angle shot of a hand gripping a red-painted wooden ladder rung. The ladder extends upwards towards the top of the frame. The background is a bright blue sky filled with soft, white clouds. The lighting is bright, suggesting a sunny day.

TANGIBLE PROGRESS

Motivate Students with
In-between Levels

Guess the Level



Reading

Can understand texts that consist mainly of high frequency everyday or job-related language.

Can understand the description of events, feelings and wishes in personal letters.

Writing

Can express myself in clear, well-structured text, expressing points of view at some length.

Can write about complex subjects in a letter, an essay or a report.

Can select style appropriate to the reader in mind.

Listening

I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance.

I can catch the main point in short, clear, simple messages and announcements.

Speaking

Can use simple phrases and sentences to describe where I live and people I know.

Eat, chat and make friends

Reading

Come along to a sociable and stimulating evening of conversation that goes beyond the normal “What do you do?” or “Did you see last night’s TV?”

You’ll have a number of different conversation partners during the evening, and have a menu of interesting topics to get you started.

There will be Turkish mezé dishes on the tables and coffee or other drinks are available. Some of our most recent conversation topics include: ...

CERF and Learning Curve

In-between Levels

Can Do Statements

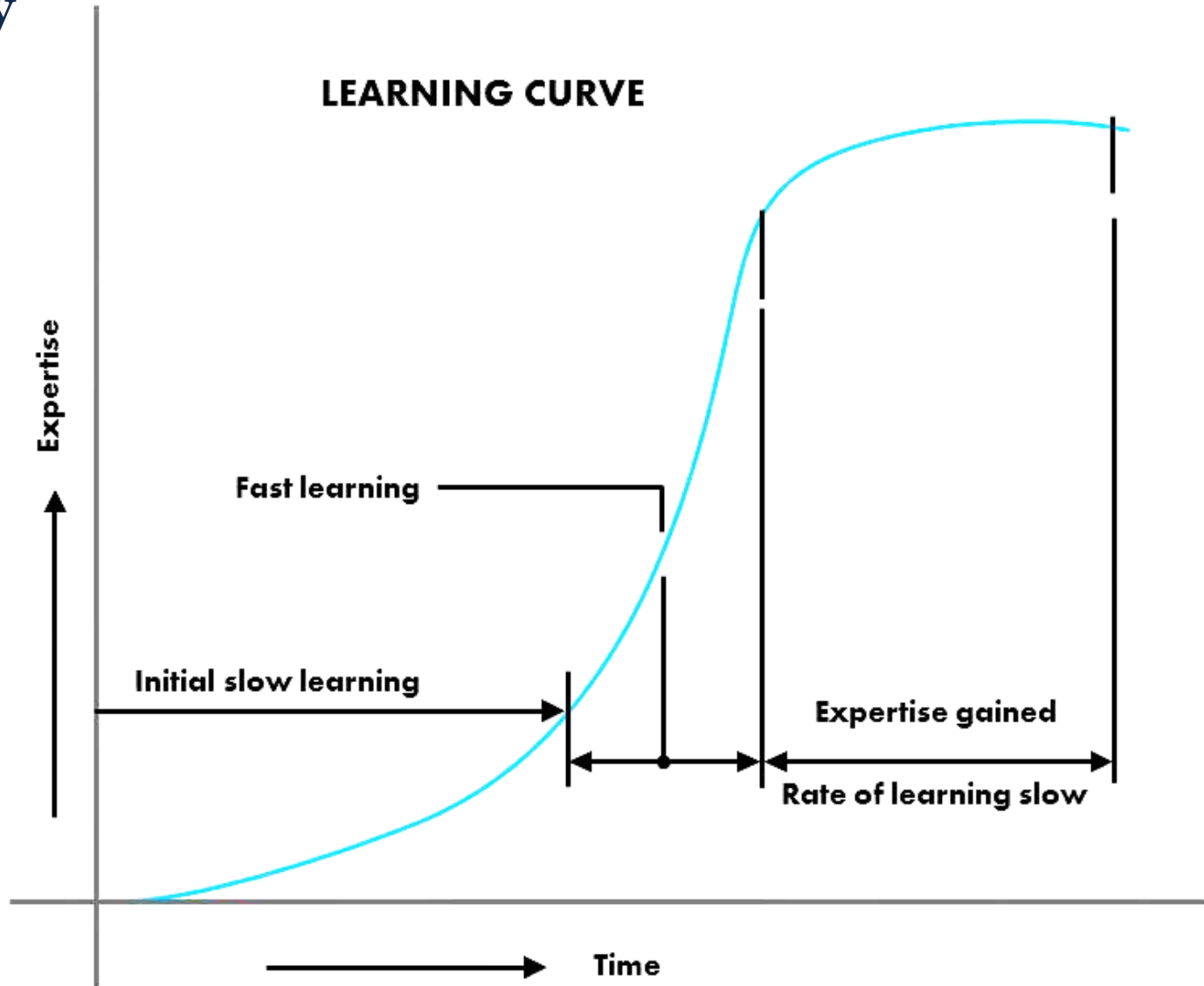
CEFR and Learning Curve

CEFR	CEFR LABEL	CEFR
C2	Mastery	Proficient User
C1	Operational efficiency	
B2	Vantage	Independent User
B1	Threshold	
A2	Waystage	Basic User
A1	Breakthrough	

180 – 200 hours/per level

ALTE LABEL	CEFR
Mastery	C2
Operational efficiency	C1
Vantage Plus	B2+
Vantage	B2
Threshold Plus	B1+
Threshold	B1
Waystage Plus	A2+
Waystage	A2
Breakthrough	A1
'Tourist'	

Theory

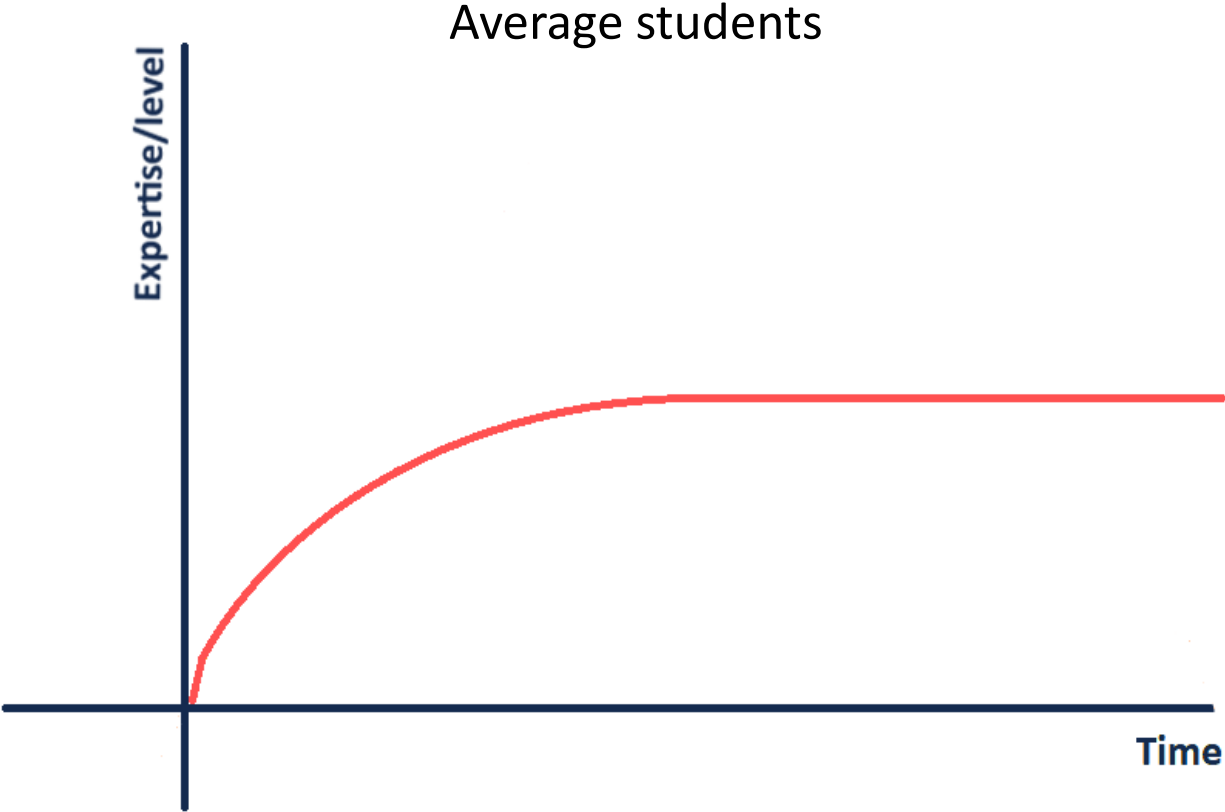


Theory

CEFR		Hours per level	
Start	Finish	Fast	Slow
< A1	A1	95	480
A1	A2	95	290
A2	B1	190	616
B1	B2	380	1109
B2	C1	760	1996

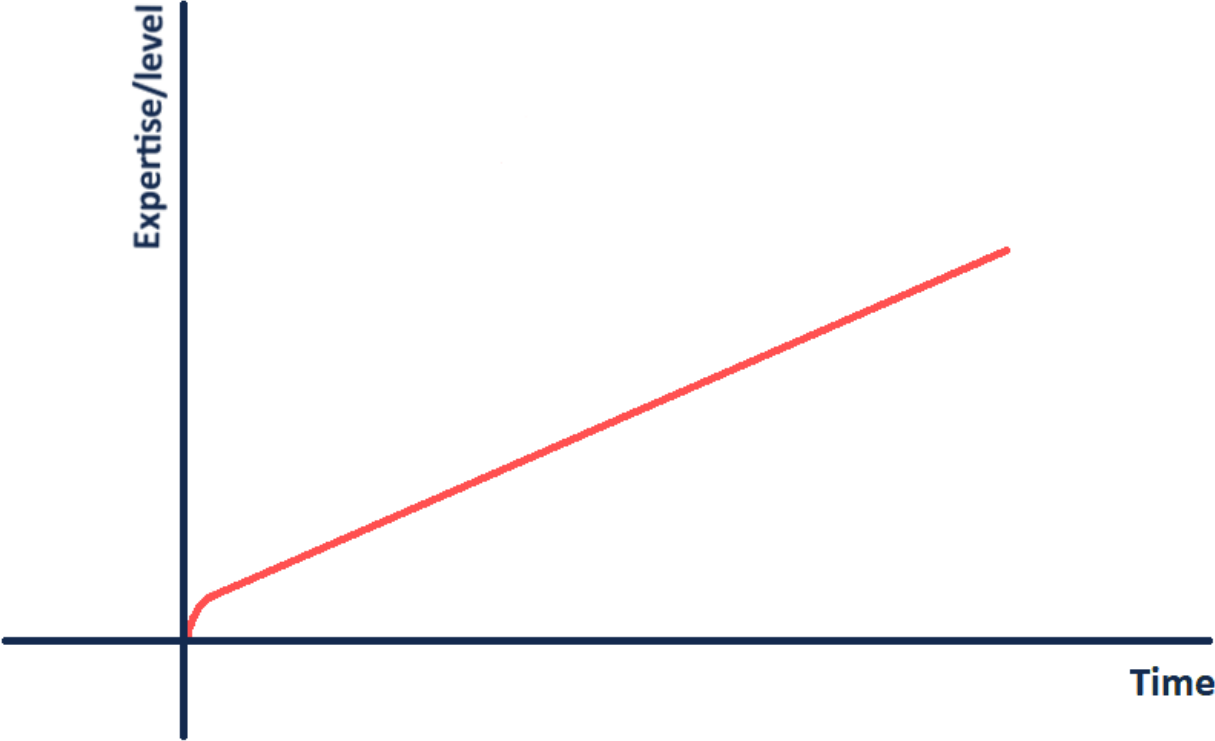
Estimated number of hours per increasing proficiency Pearson research in May 2017

Real Life Experience



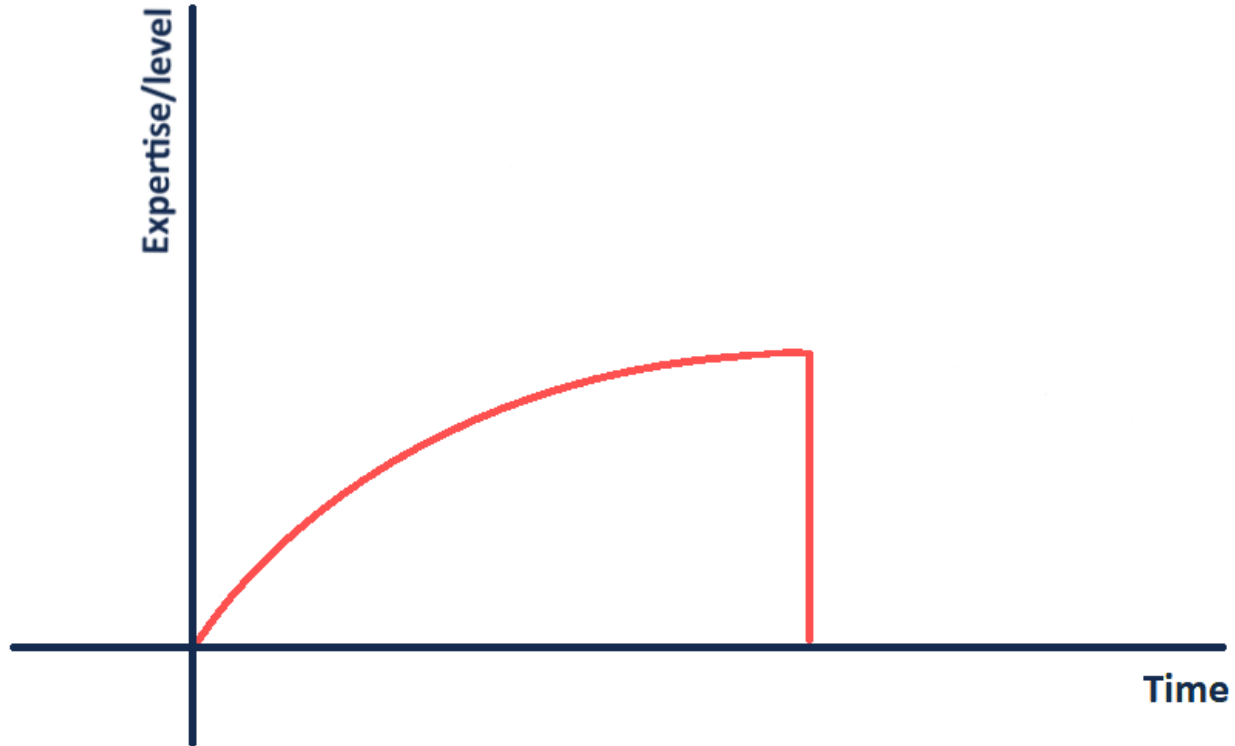
Real Life Experience

Linguistically gifted students



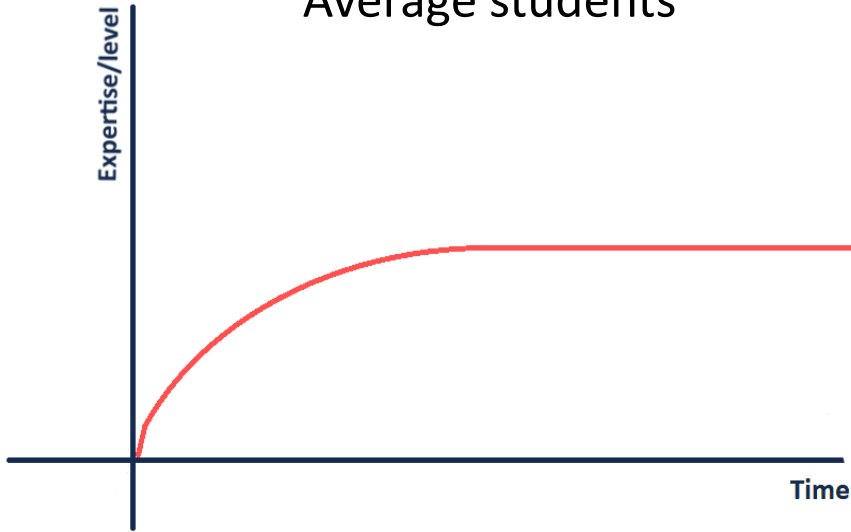
Real Life Experience

False beginner students

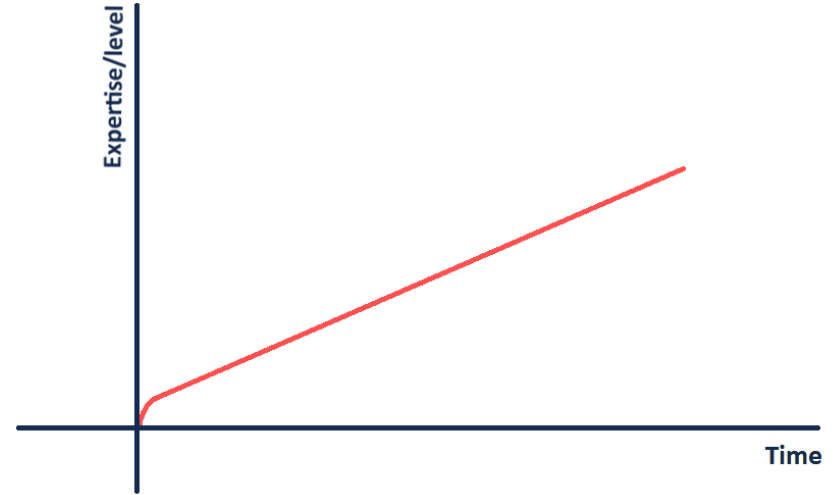


Webinar survey

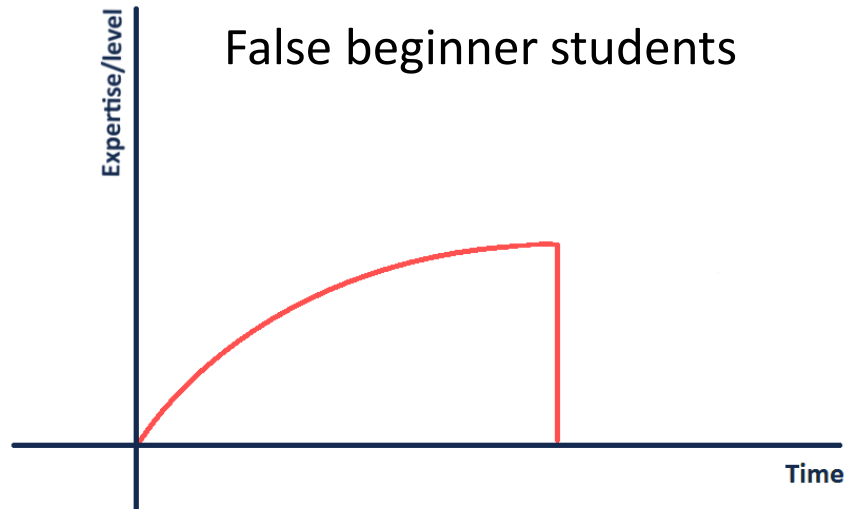
Average students



Linguistically gifted students



False beginner students



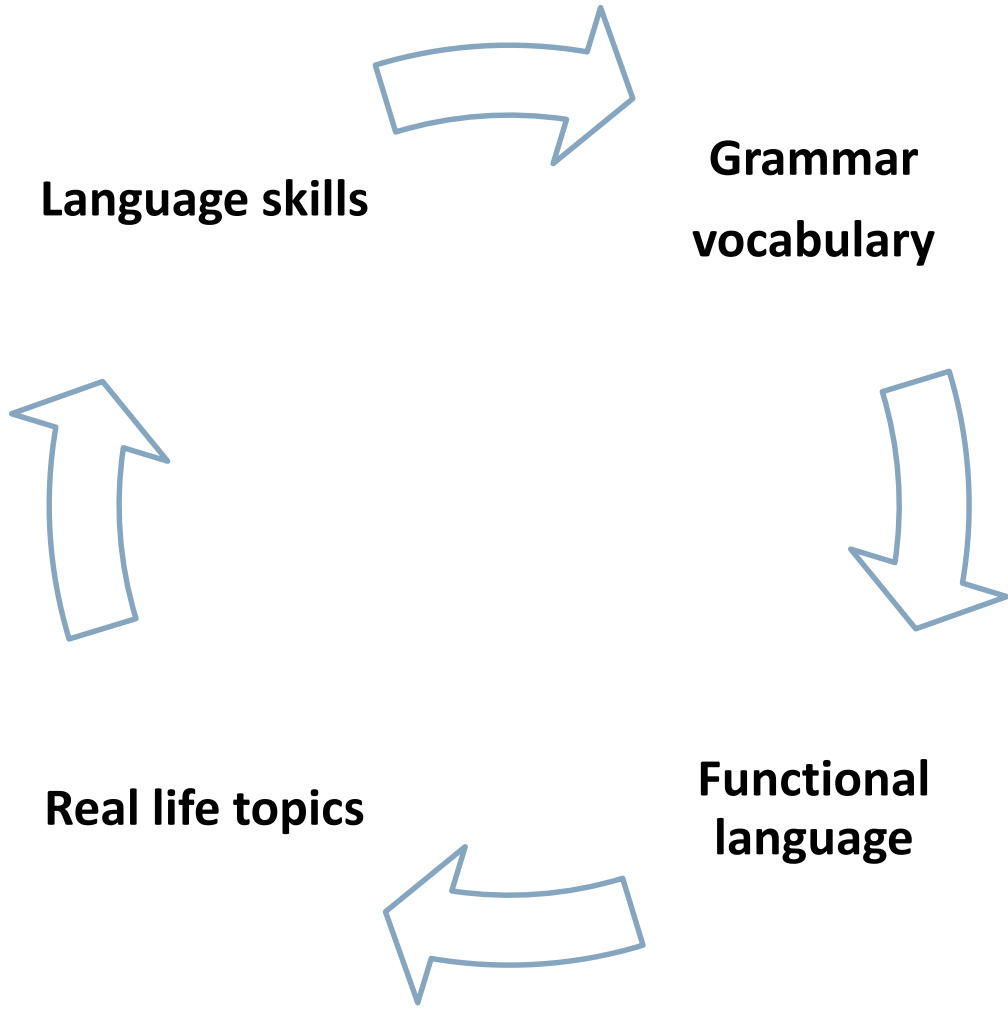
In-between Levels



B2

B1

In-between Levels



In-between Levels



Write a list of five creative activities.



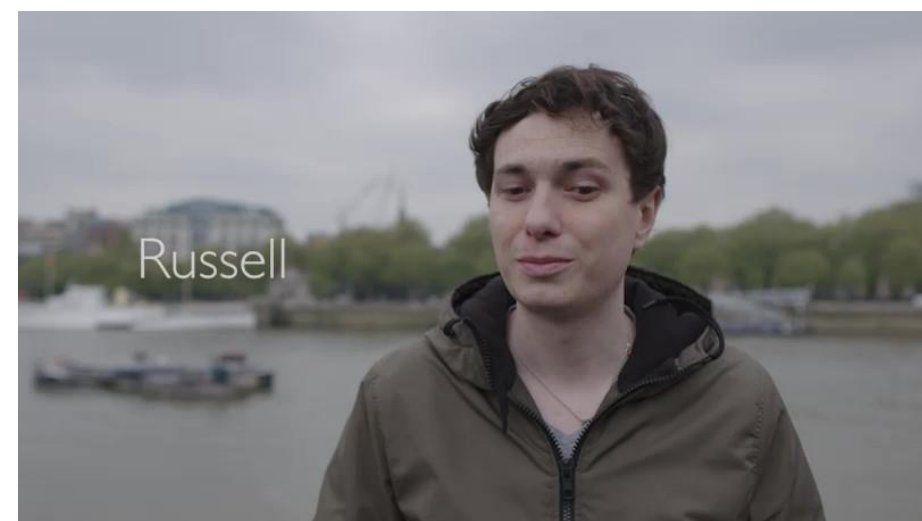
Watch the interview.

Do speakers mention any of the activities in your list? Which?



Watch again.

For each speaker, make a note of what they do that is creative.





- a little bit creative
- likes reading books as a creative act
- enjoys going to museums and libraries

- plays the guitar
- writes a few lyrics
- appreciates art and different types of music from around the world



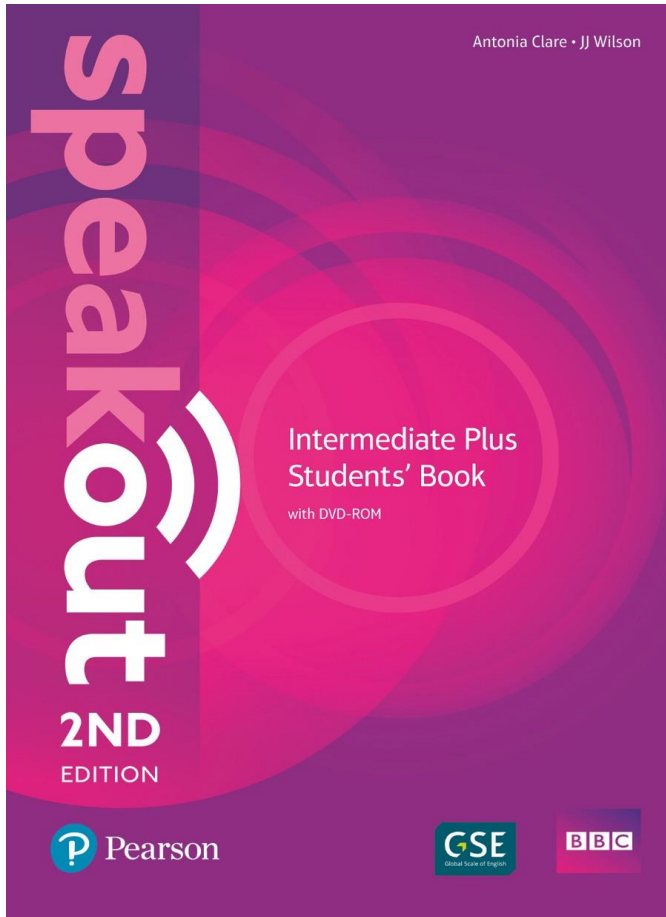
Patricia



- plays with her son
- makes up stories
- makes up new things out of old ones

- artistic but not good at art





Work in pairs.

Use the questions in the interview to write questions about creativity to ask another student.

Are you any good at fixing things around the house?

Do you enjoy inventing new recipes?

Would you say you are good at art?

Talk to other students. Ask and answer your questions.

Read the text and learn more about creativity.

Does the writer believe that creativity is an important skill? Why?

The importance of creativity

Creativity is an important twenty-first-century skill. We need to be able to teach our children how to be creative in order to help them cope with the rapidly changing society that they live in. Employers of the future are looking for people who have creative ideas, who can come up with creative solutions to the problems we face. And yet, education seems to be overly concerned with teaching learners historical facts, teaching them the answers to questions rather than encouraging them to ask the questions themselves. It's incredibly important that we focus on skills like creative and critical thinking, helping people to work together cooperatively and encouraging our learners to think about the world in new and creative ways.

Write a short article about creativity (150–200 words).

Choose one of these titles.

The importance of creativity

Modern schooling blocks our natural creativity

Being creative won't make you rich but it might make you happy.



Can Do Statements

Creativity – BBC video interviews

SKILL	LEARNING OBJECTIVE	GSE	CEFG
LISTENING	Can follow the main points in TV programs on familiar topics if delivered in clear standard speech.	51	B1+
	Can extract the meaning of unknown words from context if the topic discussed is familiar.	57	B1+

SKILL	LEARNING OBJECTIVE	GSE	CEFG
READING	Can scan short texts to locate specific information.	44	B1

SKILL	LEARNING OBJECTIVE	GSE	CEFG
SPEAKING	Can give or seek personal views and opinions in discussing topics of interest.	46	B1
	Can carry out a simple informal interview.	50	B1
	Can express opinions and attitudes using a range of basic expressions and sentences	52	B1+

SKILL	LEARNING OBJECTIVE	GSE	CEFG
WRITING	Can write a simple article, giving a point of view.	59	B2

Make the progress visible to your students



DVD PREVIEW

1 A Write a list of ten creative activities. Are the activities in the box creative? Why/Why not?

fixing things around the house
reading books kayaking cooking
going to museums/the theatre
playing the guitar doing housework
making something new from something old going for a walk
playing games with children

B Do you do any of the activities above or other creative activities?

DVD VIEW

2 A Watch Part 1 of the interviews. Which of the activities in the box in Exercise 1A do the speakers mention?

B Watch Part 1 again. For each speaker, make a note of what they do that is creative.

Samantha: cooking – inventing new recipes

C What do they say? Match 1–10 with a)–j) to make sentences.

- 1 I just love
- 2 She's brilliant at
- 3 I'd like to think I'm
- 4 My artwork is
- 5 I like to read books
- 6 I enjoy going to
- 7 I like to sort of write a few words down,
- 8 I suppose I appreciate
- 9 Basically, I have to make up stories
- 10 I was artistic but

- a) you know, museums, libraries ...
- b) a little bit creative.
- c) and make new things out of old things.
- d) inventing new recipes with any food I can find.
- e) art and things like that.
- f) fixing things around the house.
- g) I wasn't good at art.
- h) terrible.
- i) as a kind of creative act.
- j) as well as, you know, write a few sort of lyrics now and again.



Samantha
Presenter



Chris



Paul



Patricia



Russell



Roxanne



Gene



Sophie



Julian



Philippa

3 Watch Part 2 of the interviews. Which speaker likes/liked:

- 1 things which are already made?
- 2 to create things with film or photography?
- 3 making music?
- 4 to do vignettes (a type of portrait photograph)?
- 5 repurposing things from old to new?
- 6 craft activities when she was at school?

4 Watch Part 3 of the interviews. Underline the correct alternatives to complete the information.

Julian has creative friends in the industry of *'music/ sculpture*. He used to go to school with *'an actor/ a rapper* named Stormzy. He has a friend who is a YouTube phenomenon called Kyodai (also known as Roll Safe) who does a lot of videos for *'young/old* people.

Philippa has creative friends who are *'directors/managers* and spend a lot of time in rehearsal rooms or they *'play games/do sport* or make theatre. She has a lot of creative friends because she works in *'the music industry/theatre*.

5 Watch Part 4 of the interviews. Who says these things? Write the name of the speaker.

- 1 It's just natural or it is not there. _____
- 2 I realised it (my creativity) got a bit rusty. _____
- 3 You can inspire, not necessarily teach (creativity). _____
- 4 Everyone has it within them. You've just got to find a way of bringing it out. _____
- 5 You have to be able to let things flow naturally and just go with it. _____
- 6 You have to have some time and patience. _____
- 7 You need to stimulate creativity ... so you need to practise it. _____
- 8 Creativity is something that everyone has to varying degrees. _____
- 9 There's no right or wrong in a creative process. _____
- 10 Creativity can be inspired. _____



speakout a discussion

6 A Work in pairs. Use the questions in the interviews and some of the expressions in Exercise 2C to write five questions about creativity to ask another student.

*Are you any good at fixing things around the house?
Do you enjoy inventing new recipes?
Would you say you're good at art?*

B Talk to other students. Ask and answer your questions.

7 A Look at the quotes below from Part 4 of the interviews. Prepare to discuss the quotes using these instructions.

- 1 Do you agree or disagree with the statements?
- 2 Think of examples from your own life and experience to support your ideas.
- 3 Make some notes.

'Everyone has creativity within them. You've just got to find a way of bringing it out.'

'There's no right or wrong in a creative process.'

'You need to stimulate creativity or it gets rusty. So, you need to practise it.'

B Work in groups. Discuss the quotes in Exercise 7A. Do you agree or disagree with each other? Tell the class about your discussion.

writeback an article

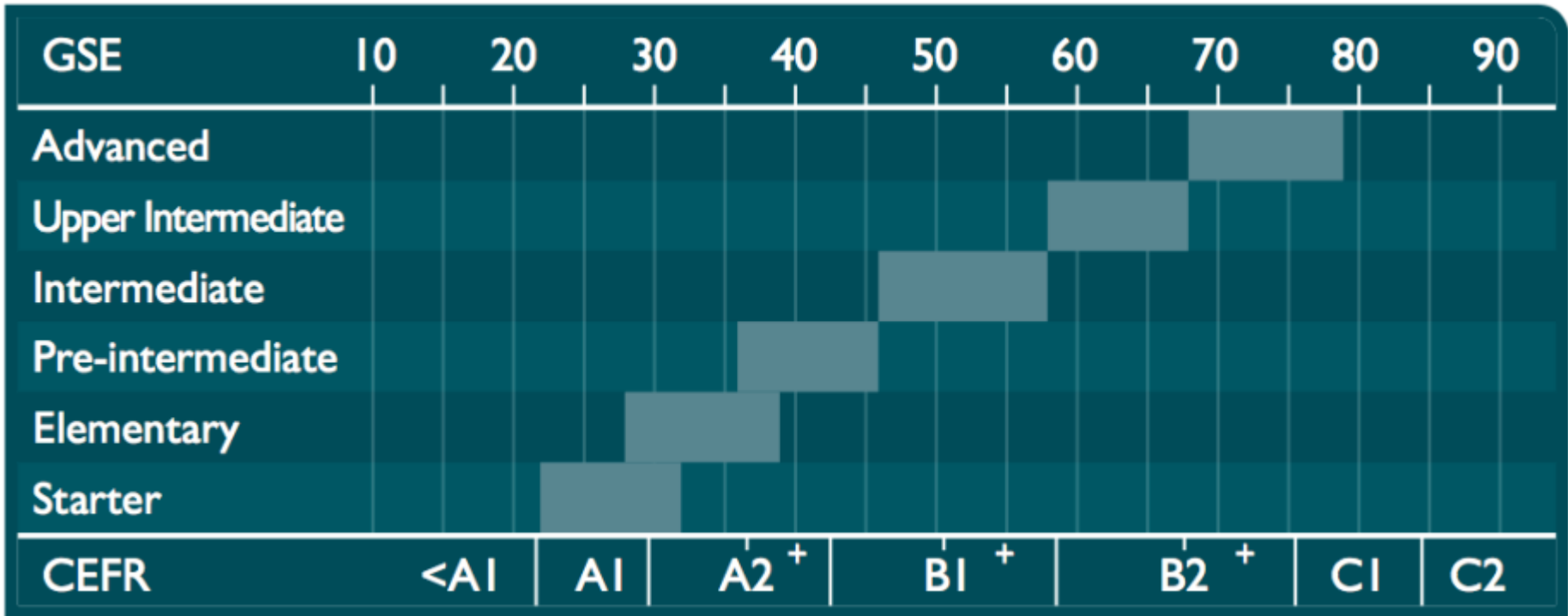
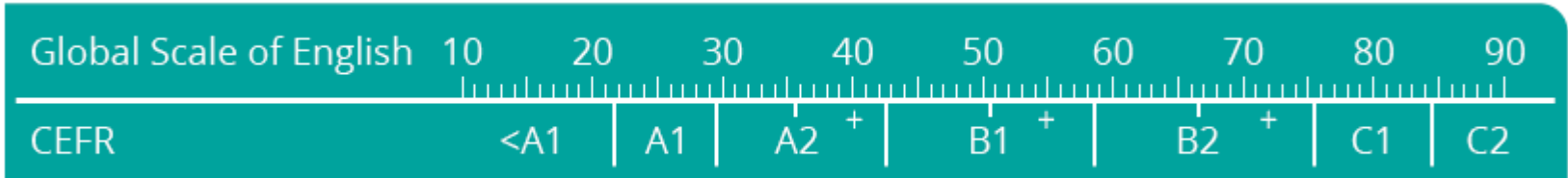
8 A Read the text. Does the writer believe that creativity is an important skill? Why/Why not?

The importance of creativity

Creativity is an important twenty-first-century skill. We need to be able to teach our children how to be creative in order to help them cope with the rapidly changing society that they live in. Employers of the future are looking for people who have creative ideas, who can come up with creative solutions to the problems we face. And yet, education seems to be overly concerned with teaching learners historical facts, teaching them the answers to questions rather than encouraging them to ask the questions themselves. It's incredibly important that we focus on skills like creative and critical thinking, helping people to work together cooperatively and encouraging our learners to think about the world in new and creative ways.

B Write a short article about creativity (150–200 words). Choose one of these titles.

- 1 The importance of creativity
- 2 Modern schooling blocks our natural creativity
- 3 Being creative won't make you rich but it might make you happy





Teacher
toolkit



Assessment



Learning
Objectives



Courseware

References

CEFR levels

<https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

GSE Teacher Toolkit

<https://www.english.com/gse/teacher-toolkit/user/lo>

Leod, S. A., *Bruner*, 2008

<https://www.simplypsychology.org/bruner.html>

Insight from research on language learning, 2017,

<https://online.flippingbook.com/view/170746/>

Motivate your students

Tips from participants:

- www.lyricstraining.com
- make kahoot quizzes
- use crazy Role-plays in groups and students just speak
- read simplified reading first then later authentic texts
- watch series, films, tutorials (engvid.com on YouTube)
- use lyrics, movies, Skype, writing postcards - penfriends
- use some authentic materials- to get to contact with real life
- provide students with different tips how they can learn: podcasts, reading,...
- prepare short presentations, or something handmade and describe it
- tell students to read an English book and talk about it
- avoid serious work for a while do some lyrics, videos and then get back to learning
- find a friend to talk with in English
- recommend a summer course abroad

Step slowly but surely with Speakout

