

Introduction

In this test booklet you'll find:

- an Entry test
- a test for each File of *New English File Pre-intermediate*
- an End-of-course test

The Entry test

The Entry test is an optional test which covers some of the key Grammar and Vocabulary points from *New English File Pre-intermediate*. If you feel your class are at quite a low level, look out for the **Extra support** ideas in the Teacher's Book. If they are stronger, look out for the **Extra challenge** ideas.

The A and B tests

There are two versions (A and B) of each File test and the End-of-course test, except the Speaking tests, which are designed for students to do in pairs. To prevent students from copying each other, make sure that a student with an A test is sitting next to a student with a B test. The two tests cover exactly the same material, but the questions have been changed and reorganized to make it almost impossible for students to copy answers. If copying isn't a problem with your class, you can just use the A tests.

The skills tests include KET-type exercises which reflect the format of the KET exam.

Listening tests

All the Listening tests re-use listenings from the Student's Book. Some students may remember the contexts of the listenings, but they are very unlikely to remember the detail, and the listening exercises are KET-type tasks which are different from the tasks that students have already done.

The Listening numbers ~~1-10~~ are indicated in the Answer key.

Answer key

The Answer key for the tests starts on page 72.

All the Tests consist of:

- Grammar, Vocabulary, and Pronunciation
- Reading and Writing
- Listening and Speaking
- Total score

	50
	25
	25
	100

If you do the Grammar, Vocabulary, and Pronunciation test but not Reading, Writing, Listening, or Speaking, double your students' marks to give a total score out of 100, e.g.

Grammar, Vocabulary, Pronunciation mark

38	50
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Total score out of

76	100
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If you do the Grammar, Vocabulary, Pronunciation test and Reading and Writing, but not Listening or Speaking, double your students' Reading and Writing marks to give a percentage, e.g.

Grammar, Vocabulary, Pronunciation mark

38	50
----	----

Reading and Writing mark

18/25 =

36	50
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Total score out of

74	100
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These tests may be photocopied freely for classroom use. They may not be adapted, printed, or sold without the permission of Oxford University Press.

New English File Preintermediate Test

Emilie Sanchez



New English File Preintermediate Test:

English File 4E Pre-intermediate Student Book Christina Latham-Koenig, Clive Oxenden, Kate Chomacki, Jerry Lambert, 2020-07-28 English File's unique lively and enjoyable lessons are renowned for getting students talking. In fact 90% of English File teachers we surveyed in our impact study found that the course improves students' speaking skills. New English File Clive Oxenden, 2005 **Digital Technologies and Applications** Saad Motahhir, Badre Bossoufi, 2024-08-16

This book presents volume 1 of selected research papers presented at the fourth International Conference on Digital Technologies and Applications ICDTA 24. Highlighting the latest innovations in digital technologies as artificial intelligence, Internet of Things, embedded systems, chatbot, network technology, digital transformation and their applications in several areas as Industry 4.0, sustainability, energy transition and healthcare, the book encourages and inspires researchers, industry professionals and policymakers to put these methods into practice. *New English File* Duncan Bennett, Jenny Quintana, 2005

English File 4E Pre-intermediate Workbook Christina Latham-Koenig, Clive Oxenden, Kate Chomacki, Jerry Lambert, 2020-07-28 English File's unique lively and enjoyable lessons are renowned for getting students talking. In fact 90% of English File teachers we surveyed in our impact study found that the course improves students' speaking skills.

Challenges in Language Testing Around the World Betty Lanteigne, Christine Coombe, James Dean Brown, 2021-02-17 This book combines insights from language assessment literacy and critical language testing through critical analyses and research about challenges in language assessment around the world. It investigates problematic practices in language testing which are relevant to language test users such as language program directors, testing centers and language teachers as well as teachers in training in Graduate Diploma and Master of Arts in Applied Linguistics programs. These issues involve aspects of language testing such as test development, test administration, scoring and interpretation, use of test results. Chapters in this volume discuss insights about language testing policy, testing world languages, developing program level language tests and tests of specific language skills and language assessment literacy. In addition, this book identifies two needs in language testing for further examination: the need for collaboration between language test developers, language test users and language users, and the need to base language tests on real world language use. *Success on your Certificate Course in English Language Teaching* Caroline Brandt, 2006-07-04 Extremely comprehensive and well written in terms of style, accessible to the reader but intelligent and expressing some fairly subtle concepts. Would that more ELT practitioners could do the same. Certainly a good read for those thinking about and also those engaged in initial training or even post initial training stage. Jenny Pugsley, Head of TESOL, Trinity College London. It's essential reading whether you are simply curious about what is involved in training in ELT, need advice on choosing the right course, have already enrolled and want to make the most of your course or are a new teacher just starting out. It's a book I wish I'd had when I was starting out in my ELT career and that I wish had been available to many of the course participants. I have tutored Lyn Strutt, ELT author and Chair.

of the British Council Families Association Each year thousands of people all over the world take one of the hundreds of available short pre service courses that lead to the award of a certificate in English Language Teaching ELT or Teaching English to Speakers of Other Languages TESOL Caroline Brandt s book is an invaluable guide to anyone thinking of enrolling on one of these courses With a clear and concise structure that follows your general interest in TESOL right through to the intricacies of the course itself it can be used from initial research stages to final qualifications and beyond Brandt s decades of experience in this field across the globe shine through Chapters include introducing English Language Teaching becoming qualified knowing your certificate course getting started learning working together being qualified Throughout the book there are snapshots of students experiences in their own words and summaries of key points for you to take with you whether into the next stage of learning or the next day s teaching The chapters are stand alone resources as well as the building blocks to becoming a fully qualified English Language teacher The book is supported by a companion website which provides quizzes to test understanding of each chapter lesson plan proformas a full glossary and annotated website links

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NEW ENGLISH FILE PRE-INTERMEDIATE(TEACHER S BOOK)(CD1□□□) CLIVE OXENDEN,2009-10-02 **Design Solutions for Adaptive Hypermedia Listening Software** Turel, Vehbi,2021-06-18 Adaptive hypermedia listening software enables materials writers to combine and deliver a wide range of digital elements on the same digital computer platform more efficiently Such a combination and delivery provides a multidimensional multi sensory digital environment in which rich efficient instant comprehensible optimum and meaningful input and feedback can be presented effectively and efficiently Moreover language learners attention can be drawn to forms and meanings in input Such aspects correspond with different theories and hypotheses of language learning and teaching This presents users learners with an environment that is easy to use tension free and optimal during self study However to be able to design and develop cost effective and professional adaptive hypermedia listening software there are certain scientific educational findings and implications that need to be implemented at every single stage To have access to such vital findings is not so easy and research must address this area Design Solutions for Adaptive Hypermedia Listening Software explores how to design and create technically and pedagogically sound and efficient interactive adaptive hypermedia listening software for language learners in any language The chapters will cover learner strategy tools the effectiveness of this technology best practices in adaptive hypermedia listening software and the benefits and challenges of this technology for language learning It is ideal for companies institutions teachers policymakers academicians researchers advanced level

students technology developers and decision making pertinent government officials interested in designing and developing multimedia listening environments for language learners *Blended Learning: Concepts, Methodologies, Tools, and Applications* Management Association, Information Resources, 2016-08-18 Traditional classroom learning environments are quickly becoming a thing of the past as research continues to support the integration of learning outside of a structured school environment Blended learning in particular offers the best of both worlds combining classroom learning with mobile and web based learning environments Blended Learning Concepts Methodologies Tools and Applications explores emerging trends case studies and digital tools for hybrid learning in modern educational settings Focusing on the latest technological innovations as well as effective pedagogical practice this critical multi volume set is a comprehensive resource for instructional designers educators administrators and graduate level students in the field of education *Second Language Learning and Language Teaching* Vivian Cook, 2013-11-26 The fourth edition of this classic textbook has been revised to reflect recent developments in language teaching and learning yet retains the basic structure and approach so popular with its readers Teaching and learning content has been updated particularly taking into account the rise of task based learning Conversational Analysis and social models of second language acquisition changes in national syllabuses and examinations and the increasing controversy over the role of the native speaker target Each chapter has been revised to stand alone enabling the text to be taught and studied out of sequence if preferred A set of focussing questions has also been added to each and further reading sections have been updated In addition icons appear throughout the text signalling where extra information summaries data lecture notes test batteries and more can be found on the author s accompanying website www.routledge.com/cw/cook *Second Language Learning and Language Teaching* remains the essential textbook for all student teachers of modern languages and TESOL as well as applied linguistics [The Effect of Instructional Reading Software on Developing English Reading Speed and Comprehension for IT University Students](#) Sumar Ghizan, PHD, 2012-07 Sumar Ghizan has been a faculty member in the English Language Institute ELI at New York Institute of Technology from 2005 until Sep 2010 Recently she is a research Assistant at The University of Windsor where she is enrolled in the MEd program She has been teaching English Language for Graduate and Undergraduate Students for more than twelve years In 2010 Ghizan has obtained her degree of Doctor of Philosophy in Curricula and Methods of English Language from the College of Educational and Psychological Sciences AAU Her research interests are in language acquisition educational policies and curricula studies She had participated in one conference and looking forward to attend another in Brussels where she is going to present a paper on Educational Policies for the First Nation Child impediments and future perceptions *The British National Bibliography* Arthur James Wells, 2009 **Resources in Education** , 2000-10 [English File](#) , 2024-12-12 New video embedded into the lessons brings language learning to life and helps you communicate both inside and outside the classroom Engage with authentic and motivating texts topics and tasks that will keep you talking Video enhanced lessons

throughout every File helps students learn and practice Grammar Vocabulary and Pronunciation and develops their listening and viewing skills Video types used throughout the course include documentaries drama interviews animation vox pops and teacher generated video Make progress with English File s proven methodology and balance of language and skills which builds your confidence to communicate The Student Book comes with access to Skills Confidence Beginner Elementary and Exam Confidence Pre Intermediate Intermediate Intermediate Plus Upper Intermediate Advanced Advanced Plus to help develop confidence in English Features New video content embedded into every File provides a dynamic learning experience New drama video story that runs across Elementary Pre Intermediate and Intermediate provides a drama with twists turns and cliffhanging endings whilst introducing high frequency functional English and social English phrases Enhanced skills syllabus with a prominent focus on the 4 skills and a wider variety of skills tasks The Student Book comes with access to Skills Confidence Beginner Elementary and Exam Confidence Pre Intermediate Intermediate Intermediate Plus Upper Intermediate Advanced Advanced Plus Develop your confidence in English with access to bite size Reading Listening Speaking and Writing practice that complements the course available in Oxford English Hub In the higher levels Colloquial English provides new interviews exclusive to English File with well known personalities and experts in their field British English course Student Workbook with key print The Workbook is the perfect partner to the Student Book and reinforces what is learned in each English File lesson it can be used as extra practice during class or set as homework 90% of teachers who took part in an Oxford Impact study found that English File improves students speaking skills

Grammar Nonsense and What To Do about It Hugh Dellar, Andrew Walkley, Do you hate teaching some aspects of grammar Do you ever feel frustrated that your students just don't get it Well in Grammar Nonsense Andrew Walkley and Hugh Dellar argue that you shouldn't really blame yourself The fault lies largely with the way grammar rules and methods have been passed down through training and published material and become established as the way of doing things a straightjacket that we need to escape from Through an entertaining series of rants and meditations on all things grammatical from the use of the word grammar to the horror of teaching verb patterns they aim to pull apart rules which we give without thinking and to question approaches to practice that are seen as a must Along the way you'll not only learn how published materials get written and about ideas such as the transformation fallacy and grammar olives but you'll also get plenty of practical suggestions as to what to do about all this nonsense *Educational Times*, 1890 *Adventures, Pre-Intermediate* Geraldine Mark, Ben Wetz, Pat Chappell, 2003 *Adventures* builds students confidence through the use of clear grammar presentations varied practice exercises and guided skills work The highly motivating topics have been carefully chosen to appeal to teenagers The clear syllabus offers an analytical approach to grammar as well as extensive and varied practice Strong emphasis is placed on skills development and study skills There is a systematic approach to vocabulary building The variety of challenging and enjoyable activities motivate students to participate fully in class The optional World of English sections exploit functional

and everyday language cross cultural topics and authentic pop songs

New English File ,2004

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