



Bridge Mills Galway Language Centre General English

BEGINNER LEVEL A1 - 12-week Course

Minimum Intended Programme Learning Outcomes for the whole Programme(MIPLOs):

1	Oral Comprehension	Can understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. Can recognise everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context.
2	Reading Comprehension	Can recognise familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.
3	Oral Production	Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality)
4	Written Production	Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.
5	Oral Interaction	Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.
6	Written Interaction	Can convey basic information (e.g. name, address, family) in short phrases on a form or in a note, with the use of a dictionary.

7	Communicative Language Strategies Reception Identifying Cues and Inferring	Can deduce the meaning of a word/sign from an accompanying picture or icon.
8	Communicative Language Strategies- Production Planning	No descriptors available
9	Communicative Language Strategies Production Compensating	Can point to something and ask what it is.
10	Communicative Language Strategies Interaction TurnTaking	No descriptors available
11	Communicative Language Strategies Interaction Cooperating	No descriptors available

12	Communicative Language Strategies Interaction Asking clarification for	Can indicate with simple words/signs, intonation that they do not understand, while often relying on supportive gestures. Can express in single words or very short phrases that they do not understand.
13	Communicative Language Strategies Interaction Monitoring and Repair	No descriptors available
14	Linguistic Competence General Linguistic Range	Can use isolated words/signs and basic expressions in order to give simple information about themselves.
15	Linguistic Competence Phonological Control	Pronunciation of a very basic repertoire of learnt words and phrases which can in most cases be understood with some effort by interlocutors used to dealing with speakers of the language group. Can reproduce correctly a very limited range of sounds for simple, familiar words and phrases.
16	Sociolinguistic Competence	Can recognize establish very basic social contact by using a very limited range of everyday polite forms of greetings, farewells and introductions.

WEEKLY CAN DO STATEMENTS:

Can Do Statements (MIMLOs*) (end of week 1):

I can...

- Speaking:** • make an introduction, use simple greeting and use basic leave-taking expressions (3, 14 15, 16)
- Vocabulary:** • identify basic classroom language (1, 14 ,15)
- Speaking:** • count from 0-10* (1, 3, 14, 15)
- Vocabulary:** • recognise the days of the week* (1, 14, 15)

Can Do Statements (MIMLOs) (end of week 2):

I can...

- Pronunciation** • pronounce /dʒ/, /tʃ/, and /ʃ/ sounds in the context of certain nationalities (Japanese, Chinese, Spanish...)(15)
- Grammar/Speaking** • ask and answer basic Wh- and How questions with the verb “be” (3, 5, 12, 14, 16)
- Listening** • listen to someone book a holiday over the phone and identify key information* (1)
- Writing:** • fill in my basic personal details in a booking form* (4,6)

Can Do Statements (MIMLOs) (end of week 3):

I can...

- Grammar** • identify correct use of a/an in the context of basic singular and plural nouns (2, 14)
- Speaking** • use simple language to order food and drink (5, 9, 14, 16)
- Vocabulary** • convey basic information about personal possessions through short written sentences * (4, 6)
- Pronunciation** • identify stressed syllables in a range of common items (15)

Can Do Statements (MIMLOs) (end of week 4):

I can...

- Speaking** • relate initial vocabulary connected to people and family (3, 5, 14)
- Vocabulary** • identify common objects by colour (3, 9, 14)
- Grammar** • identify correct usage of adjectives within a sentence using everyday language* (14)
- Pronunciation** • match words with similar vowel sounds * (15)

Can Do Statements (MIMLOs) (end of week 5):

I can...

- Speaking/Grammar** • use the present simple to speak about things I do and don't do (3,14, 16)
- Vocabulary** • identify basic verb phrases related to daily routines (14, 15)
- Reading** • identify key information in a short advertisement for a room to rent* (2, 14)
- Writing** • write basic sentences about meals and weekend activities* (4,6)

Can Do Statements (MIMLOs) (end of week 6):

I can...

- Speaking** • ask and answer simple questions related to the topic of jobs and places of work (1,3,12, 16)
- Speaking** • describe activities I often do and how often I do them (3, 14)
- Listening** • listen to someone talk about their daily routine and identify their daily habits* (1)
- Writing** • write basic, short responses to questions relating to my family, occupation/studies and typical day * (4, 6)

Can Do Statements (MIMLOs) (end of week 7):

I can...

- Grammar**
- Identify correct word order in common questions which use the present simple and verb “be” (14)
- Vocabulary**
- identify common verb phrases connected to free time (14)
- Speaking**
- ask and answer simple Wh- questions connected to my birthday, sport&exercise, and films* (1,3,12, 16)
- Vocabulary/Listening**
- understand a listening exercise related to weekend activities and film* (1)

Can Do Statements (MIMLOs) (end of week 8):

I can...

- Writing**
- answer questions about my town/city with complete sentences (1,3, 14, 15)
- Pronunciation**
- repeat words containing /ʊ/ (e.g. look), /u:/ (e.g. soon) and /ŋ/ (e.g. singer) sounds (3, 12, 14)
- Reading**
- read a text relating to university clubs and identify key information* (2)
- Speaking**
- form simple sentences using can/can't * (3, 12, 14)

Can Do Statements (MIMLOs) (end of week 9):

I can...

- Grammar**
- recognise the present continuous in basic scenarios (14)
- Vocabulary**
- Recognize basic vocabulary related to clothes (1, 7, 14)
- Reading**
- read a blog and pick out key information (2, 7)
- Writing**
- write simple sentences to reply to an email from a friend* (2, 4, 6, 14, 16)

Can Do Statements (MIMLOs) (end of week 10):

I can...

- Grammar** • recognise the past simple form of be in the context of everyday language (14)
- Pronunciation** • pronounce /ɪə/ and /eə/ sounds in a simple context (15)
- Listening** • listen to someone making a booking in a hotel and assess whether related sentences are true or false* (1)
- Speaking** • describe the house I lived in as a child* (3, 12, 14)

Can Do Statements (MIMLOs) (end of week 11):

I can...

- Speaking** • ask for and give very basic directions, using gestures as required (3, 7, 9, 12, 14)
- Grammar** • identify basic verb phrases with get, go, have, and do (14)
- Pronunciation** • pronounce verbs regular past simple endings* (14, 15)
- Writing** • complete simple sentences using the past simple* (4, 6, 14)

Can Do Statements (MIMLOs) (end of week 12):

I can...

- Speaking** • say what I did yesterday, last weekend, etc (3, 14)
- Grammar** • identify common verbs which have regular and irregular endings (14)
- Writing** • write a short application to enter a competition* (4, 6)
- Pronunciation** • Identify the stressed syllable in common vocabulary with two, three and four syllables (15)