



Bridge Mills Galway Language Centre General English

ELEMENTARY LEVEL A1 - 12-week Course

Minimum Intended Programme Learning Outcomes for the Whole Programme (MIPLOs)

1	Oral Comprehension	Can follow language, which is very slow and carefully articulated, with long pauses for them to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.
2	Reading Comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
3	Oral Production	Can produce simple, mainly isolated phrases about people and places
4	Written Production	Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions. Can produce simple isolated phrases and sentences.
5	Oral Interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Minimum Intended Module Learning Outcomes

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6	Written Interaction	Can ask for or pass on personal details.
7	Communicative Language Strategies Reception Identifying Cues and Inferring	Can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject. Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.
8	Communicative Language Strategies Production Planning	No descriptors available
9	Communicative Language Strategies Production Compensating	Can use gestures to support simple words/signs in expressing a need
10	Communicative Language Strategies Interaction TurnTaking	No descriptors available
11	Communicative Language Strategies Interaction	No descriptors available

Minimum Intended Module Learning Outcomes

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	Cooperating	
12	Communicative Language Strategies Interaction Asking for clarification	Can indicate with simple words/signs, intonation and gestures that they do not understand. Can express in a simple way that they do not understand.
13	Communicative Language Strategies Interaction Monitoring and Repair	No descriptors available
14	Linguistic Competence General Linguistic Range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.
15	Linguistic Competence Phonological Control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group. Can reproduce correctly a limited range of sounds as well as stress for simple, familiar words and phrases.
16	Sociolinguistic Competence	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.

WEEKLY CAN DO STATEMENTS:

Can Do Statements – MIMLOS* (end of week 1):

I can

Speaking

- Use short phrases for the purpose of checking into a hotel (3, 5,12, 14, 15, 16)
- Recall numbers within the range of 0 – 100 (14, 15)

Listening

- Recognise and produce imperatives in relation to classroom language *(2, 4, 14)

Writing

- Complete a form with basic personal information* (4, 6)

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

- Speaking**
- I can ask for and give basic personal information (3, 5, 14, 14, 16)
 - I can ask and talk about personal possessions and their location* (3, 5,14, 15)

- Grammar**
- I can recognise and produce singular and plural forms of basic nouns *(2, 4, 14)

- Writing**
- I can construct a short text that uses adjectives, and colours in the context of describing possessions (4)

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

I can

- Speaking** ask questions to another person about where they live, their family, where they work, hobbies, and language ability* (5, 9, 12, 14, 15)
- Speaking** list different jobs and professions (3, 15)

- Listening** understand a conversation between two people ordering in a café (1, 7)

- Reading** recognise key everyday verb phrases (watch tv, cook dinner, listen to music, live in a flat) in a text * (2, 7)

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

- Speaking** I can ask and answer questions about my habits and routines (5, 9, 12, 14, 15)
- Listening** identify the possessive 's and 'whose' in the context of family and possessions (1, 7)
- Reading** I can understand a short, written text about familiar topics including family and habits/routines* (2, 7)
- Language** I can complete a family tree* (4, 6)

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

- Speaking** I can use vocabulary connected to buying clothes (3, 5, 9, 12, 14,15)
- Listening** I can recognise the differences between the present simple and the present continuous in simple conversations* (1, 7)
- Reading** I can read and understand an email from a friend (2, 7)
- Writing** I can write a short text describing a person, and what they like about where I live* (4, 6, 15)

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

- Speaking** I can say the date (3, 14, 15)
- Speaking** I can ask for and share information to/from another person from an information sheet (1, 3, 5, 7, 9, 14, 15)

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

- Speaking** I can ask for and understand simple directions (1,3,5, 7, 9)
- I can ask and answer questions about a past activity or experience* (1, 2, 3, 5, 7)
- Listening** I can understand listening content between two people in a bookshop* (1, 5, 7)
- Reading** I can recognise past time expressions (1, 2, 5, 7).

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

- Grammar** I can produce positive, negative, and question sentences with there is/there are* (1, 3, 6)
- Speaking** ask about and say where things are/were (3, 9, 15)
- Listening** I can understand and extract the essential information from a short, recording related to house/flat/hotel and their rooms* (1, 3, 6)
- Reading** I can identify irregular verbs in a story (2, 7)

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

- Speaking** I can talk about food and eating habits* (3,5,15)
- Listening** I can recognise common phrases and use them to respond to common situations (1,2,3,5,16)
 I can identify comparative adjectives (1,2,5)
- Reading** I can understand a text comparing eating habits of different countries* (2,7)

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

- Speaking** I can ask and answer questions related to holiday plans (3,5,9,15)
- Listening** I can understand a short recording connected to travel plans (1,7)
- Language** I can identify the use of be going to for plans and for predictions *(1,2,5)
- Writing** I can organise and write a formal email to make a reservation in a B&B.*

Minimum Intended Module Learning Outcomes

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

Speaking I can buy a ticket on public transport (1, 3, 7, 14, 15)

Listening I can recognise and use common phrases when travelling (1, 3, 7, 15)

Reading I can understand the main points in a blog about hopes and dreams * (1, 2, 3, 7, 15)

Writing I can complete sentences with ‘the’ or, no article* (4).

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

Speaking I can ask and answer questions about an upcoming cultural event and/or a family celebration (1, 3, 5, 7, 15)

Language I can identify the difference between the present perfect and the past simple (1, 2, 5)