



Bridge Mills Galway Language Centre

General English

PRE-INTERMEDIATE LEVEL A2

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

1	Oral Comprehension	Can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.
2	Reading Comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

3	Oral Production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list.
4	Written Production	Can produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
5	Oral Interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.
6	Written Interaction	Can compose short, simple formulaic notes relating to matters in areas of immediate need.
7	Communicative Language Strategies - Reception Identifying Cues and Inferring	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words/signs from the context. Can exploit their recognition of known words/signs to deduce the meaning of unfamiliar words/signs in short expressions used in routine everyday contexts. Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum, etc. Can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text. Can deduce the meaning and function of unknown formulaic expressions from their position in a text (e.g. at the beginning or end of a letter).
8	Communicative Language Strategies -Production Planning	Can recall and rehearse an appropriate set of phrases from their repertoire.
9	Communicative Language Strategies - Production Compensating	Can use an inadequate word/sign from their repertoire and use gestures to clarify what they mean. Can identify what they mean by pointing to it (e.g. “I’d like this, please”).
10	Communicative Language Strategies - Interaction	Can use simple techniques to start, maintain or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.

	TurnTaking	Can ask for attention.
11	Communicative Language Strategies - Interaction Cooperating	Can indicate when they are following.
12	Communicative Language Strategies - Interaction Asking for clarification	Can ask very simply for repetition when they do not understand. Can ask for clarification about key words/signs or phrases not understood, using stock phrases. Can indicate that they did not follow. Can signal non-understanding and ask for a word/sign to be spelt out.
13	Communicative Language Strategies - Interaction Monitoring and Repair	No descriptors available
14	Linguistic Competence General Linguistic Range	Has a repertoire of basic language which enables them to deal with everyday situations with predictable content, though they will generally have to compromise the message and search for words/signs. Can produce brief, everyday expressions in order to satisfy simple needs of a concrete type (e.g. personal details, daily routines, wants and needs, requests for information). Can use basic sentence patterns and communicate with memorised phrases, groups of a few words/signs and formulae about themselves and other people, what they do, places, possessions, etc. Has a limited repertoire of short, memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
15	Linguistic Competence Phonological Control	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from the other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.
16	Sociolinguistic Competence	Can perform and respond to basic language functions, e.g. information exchange and requests, and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.

WEEKLY CAN DO STATEMENTS:

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

I can...

- Speaking:** ask and answer a range of common questions used when getting to know someone (3, 5, 10, 14, 16)
- Speaking:** describe a person's appearance and personality (3, 5, 14, 15)
- Vocabulary** identify the correct verb that match with some common verb phrases from everyday life* (14, 15)
- Writing** write a short personal profile (100-150 words) that includes basic details about myself, my job/studies and my interests * (4,6)

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

I can...

- Grammar:** use prepositions time (at, in, on) appropriately to describe a past experience (3)
- Speaking:** describe my last holiday and ask someone about a holiday they went on (5,10,11, 16)
- Reading:** demonstrate understanding of a short (300 word) reading comprehension related to a photograph* (2, 7)
- Pronunciation:** can recognize correct pronunciation of regular verbs with –ed endings * (15)

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

I can...

- Vocabulary:** use paraphrasing to describe some commonly used vocabulary (3, 9, 14)
- Speaking:** ask and answer questions about weekend plans using the present continuous as appropriate(1,3,5,16)
- Speaking*:** use “be going to +infinitive” to talk about future plans and predictions * (3,4, 14)
- Pronunciation:** identify stressed syllables in vocabulary related to the airport* (15)

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

I can...

- Grammar:** identify the correct use of make versus do in the context of housework. (3, 8)
- Grammar:** differentiate between the usage of adjectives ending in “-ed” and “-ing” in the context of talking about weekends. (2, 14)
- Reading:** read an account of someone shopping and identify whether related statements are true or false * (2, 7)
- Listening:** listen to someone describe their day and identify what they have done* (1,14)

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

I can...

- Speaking:** discuss lifestyle in terms of healthy and unhealthy habits (1, 3, 5, 10, 16)
- Grammar:** use construction “as__as” to compare people, places and situations (8, 14)
- Writing:** write a short article about lifestyle (approx. 100 words)* (4, 6, 14)
- Listening:** listen to people having a conversation in a cafe and recognize what the conversation is about * (1 ,7)

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

I can...

- Grammar/Speaking:** use will/won’t to make predictions about the future (3, 14)
- Grammar:** identify opposite of certain verbs (mend/break, download/upload, send/receive...) for everyday usage (14, 15)

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

I can...

- Reading/Grammar:** identify the differences between have to, don't have to, must, and mustn't in the context of talking about rules (2, 14)
- Speaking/Vocabulary:** describe symptoms when I feel ill (3, 5, 9, 14)
- Pronunciation:** match words with similar sounds in relation to the vowel "o" (15)
- Reading:** read an article in which someone describes what makes them happy and extract the key information* (2, 7, 14)

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

I can...

Speaking/Vocabulary: recognize the different uses of the verb get in the context of expressions related to daily life (3, 8, 14, 15)

Pronunciation: differentiate between meaning of homophones (meet/meat, hear/here, weight/wait...) (15)

Grammar: construct first conditional sentences to talk about events which may happen in the future* (14)

Speaking: ask and answer questions using "should" related to giving advice* (1,5,10, 11, 16)

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

I can...

Grammar: differentiate between the use of present perfect and past simple to talk about when events occurred (4, 6, 14)

Speaking: give directions in the street (5, 8, 9, 16)

Vocabulary: identify the correct verb to describe common life events (e.g *get* married, *fall* in love, *be* born...) * (3, 6, 14)

Listening: listen to some people describe their phobias and identify what they say (1, 14)

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

I can...

Grammar: recognize the passive voice (1, 2, 14)

Pronunciation: use linking sounds to connect familiar words (15)

Writing: write a 100-word article about an invention that changed my life * (4)

Speaking: take turns to ask and answer questions about daily routines* (1,3, 10, 14)

Student Checklist – A2 level (end of week 11):

I can...

Speaking: talk about different school subjects in simple routine exchanges (5, 10, 11, 16)

Pronunciation: use linking sounds and rhythm to correctly pronounce “used to and didn’t use to” (15)

Speaking: ask and answer questions related to school* (1,3, 10, 14)

Grammar: change a verb to its noun form within the context of everyday expressions* (6, 14)

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

I can...

Speaking/Grammar: report information that somebody said to them yesterday using “said” or “told me” (3,8,9,15)

Reading: answer questions on a text using the past perfect tense which consists of high frequency everyday language (2, 14)