

## Beginner Level

### (Including TIE preparation and Cultural Components)

- Overall course objectives are formulated through **MIPLOs** (Minimum Intended Programme Learning Outcomes). These are learning outcomes i.e. statements of what any learner who completes the programme will be able to do and are based on the relevant CEFR (Common European Framework of Reference for Languages) level.
- These overall course objectives have been broken down into weekly **MIMLOs** (Minimum Intended Module Learning Outcomes). These are formulated as “Can do” statements, which lay out what students will be able to do by the end of each weekly module. All MIMLOs have been mapped onto the MIPLOs to ensure that there is coherence and that the overall course objectives can be achieved.

### **MIPLOs**

By the end of the course learners...

<b>1</b>	<b>Oral Comprehension</b>	<p>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.</p> <p>Can recognise everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context.</p> <p>Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context.</p>
<b>2</b>	<b>Reading Comprehension</b>	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.
<b>3</b>	<b>Oral Production</b>	Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality)
<b>4</b>	<b>Written Production</b>	Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.

5	<b>Oral Interaction</b>	Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.
6	<b>Written Interaction</b>	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	<b>Communicative Language Strategies - Reception</b>  Identifying Cues and Inferring	Can deduce the meaning of a word/sign from an accompanying picture or icon.
8	<b>Communicative Language Strategies -Production</b>  Planning	No descriptors available
9	<b>Communicative Language Strategies - Production</b>  Compensating	Can point to something and ask what it is.
10	<b>Communicative Language Strategies - Interaction</b>  TurnTaking	No descriptors available
11	<b>Communicative Language Strategies - Interaction</b>  Cooperating	No descriptors available
12	<b>Communicative Language Strategies - Interaction</b>  Asking for clarification	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	<b>Communicative Language Strategies - Interaction</b>	No descriptors available

	Monitoring and Repair	
<b>14</b>	<b>Linguistic Competence</b> <b>General Linguistic Range</b>	Can use isolated words/signs and basic expressions in order to give simple information about themselves.
<b>15</b>	<b>Linguistic Competence</b> <b>Phonological Control</b>	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.
<b>16</b>	<b>Sociolinguistic Competence</b>	Can recognize establish very basic social contact by using a very limited range of everyday polite forms of greetings, farewells and introductions.

The following coursebook is used with students at this level. Teachers have access to the Teacher's Guide, accompanying audio, and resource material. Students who purchase the book will have access to an online suite of supplementary materials which can be used as self-study materials and/or lesson preparation should they wish. These students will also have access to a self-assessment grid.

**English File Pre-Intermediate Student's Book Fourth Edition**  
**Author: Christina Latham-Koenig, Clive Oxenden, Jerry Lambert**  
**Publisher: Oxford University Press**

<b>Week</b>	<b>Units</b>	<b>Unit Sections</b>	<b>Pages</b>	<b>Tests</b>
<b>Week 1</b>	Unit 1	1A, 1B, 1PE	Pgs 6-11	Weekly Test 1
<b>Week 2</b>	Unit 2	2A, 2B, 1&2RC	Pgs 12-17	Weekly Test 2
<b>Week 3</b>	Unit 3	3A, 3B, 2PE	Pgs 18-23	Weekly Test 3
<b>Week 4</b>	Unit 4	4A, 4B, 3&4RC	Pgs 24-29	Weekly Test 4
<b>Week 5</b>	Unit 5	5A, 5B, 3PE	Pgs 30-35	Weekly Test 5
<b>Week 6</b>	Unit 6	6A, 6B, 5&6RC	Pgs 36-41	Mid-course test
<b>Week 7</b>	Unit 7	7A, 7B, 4PE	Pgs 42-47	Weekly Test 7

<b>Week 8</b>	Unit 8	8A, 8B, 7&8RC	Pgs 48-53	Weekly Test 8
<b>Week 9</b>	Unit 9	9A, 9B, 5PE	Pgs 54-59	Weekly Test 9
<b>Week 10</b>	Unit 10	10A,10B, 9&10RC	Pgs 60-65	Weekly Test 10
<b>Week 11</b>	Unit 11	11A, 11B, 6PE	Pgs 66-71	Weekly Test 11
<b>Week 12</b>	Unit 12	12A,12B, 11&12RC	Pgs 72-77	End-of-course test

**Publisher: Oxford University Press**

- Teachers should use the appropriate corresponding Grammar Bank, Vocabulary Bank, Sound Bank, Communications, Writing, Listening and Revise&Check sections
  
- **G:** Grammar **V:** Vocabulary **PE:** Practical English **R&C:** Revise and check
  
- Based on monitoring and formative assessment, teachers should supplement with appropriate material to revise difficult grammar points/topics to help SS move towards meeting the Beginner level MIPOs.
  
- Throughout the course, students can refer to the **Self-Assessment Grid** [Downloads - Bridge Mills Galway Language Centre](#) and relate their language ability to the given criteria.

**Culture-related material taken, as level-appropriate, from:**

- O'Malley, I. (2017). *The Irish Culture Book 3: Elementary-Pre-Intermediate Activity Book*. Dublin: Malleyman Publications.
  
- BMGLC. (2019). *Teacher Refresher Handbook 2*. School's own materials.

### Week 1: (Pages 6-11)

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;	
<b>Vocabulary</b>	numbers 1-10; days of the week; countries; nationalities
<b>Grammar</b>	the verb "be"
<b>Functional Language</b>	-
<b>Speaking</b>	introducing yourself; saying hello, goodbye, thank you, and sorry; talking and asking about where people are from
<b>Reading</b>	written dialogues in which people are giving simple, personal information
<b>Listening</b>	names and people saying hello and goodbye; a short dialogue of people asking and answering where they are from; short dialogues where people say their name, nationalities, numbers
<b>Pronunciation</b>	word stress; sentence stress; /h/, /əʊ/, /ɪ/, /aɪ/, /e/, /i:/, /ʃ/, /s/, /eɪ/
<b>Writing</b>	-
<b>Link to TIE exam</b>	Speaking Part 1 - students use new language to give personal information
<b>Cultural Component</b>	Questions about Ireland. Any important ongoing festival/cultural/sporting event will be addressed in a level-appropriate manner. Teachers will respond to students' plans such as day-trips to Irish tourist attractions, holidays in Ireland, etc., with enthusiasm and advice. Students will be encouraged to share their experiences of travel around Ireland with their peers

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

#### I can...

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

## Week 2: (Pages 12-17)

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

<b>Vocabulary</b>	nationalities, phone numbers, and numbers 11-100
<b>Grammar</b>	Wh- and How questions with be. Verb be (plural): we, you they.
<b>Functional Language</b>	checking into a hotel, booking a table.
<b>Speaking</b>	asking for personal information from another person.
<b>Reading</b>	-
<b>Listening</b>	simple conversations with people to exchange personal information, buying lunch in a café/bar/restaurant, understanding food menus.
<b>Pronunciation</b>	/tʃ/, /dʒ/, /ʃ/, /ʊə/, /s/, /k/.
<b>Writing</b>	completing an online form
<b>Link to TIE exam</b>	Speaking Part 1 – students continue to use new language to give personal information

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

I can...

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

### **Week 3: (Pages 18-23)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

<b>Vocabulary</b>	small things; souvenirs; and prices
<b>Grammar</b>	singular and plural nouns; this/that/these/those
<b>Functional Language</b>	-
<b>Speaking</b>	asking and talking about souvenirs and small objects
<b>Reading</b>	people describing objects and possessions
<b>Listening</b>	short conversations of people asking about the prices of souvenirs; and short conversations about small objects/things
<b>Pronunciation</b>	/s/, /ɪz/, /ʊə/, /z/, /k/
<b>Writing</b>	writing and recording pieces of vocabulary and lexical chunks regarding buying souvenirs and buying lunch
<b>Link to TIE exam</b>	Speaking Part 1 - students use new language further expanding on giving personal information
<b>Cultural Component</b>	Irish physical characteristics

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

I can...

- A: Grammar:** identify correct use of a/an in the context of basic singular and plural nouns (2, 14)
- B: Speaking:** understand a conversation between two people ordering in a café (1, 7)
- C: Vocabulary:** convey basic information about personal possessions through short written sentences \* (4, 6)
- D: Pronunciation:** identify stressed syllables in a range of common items \* (15)

### **Week 4: (Pages 24-29)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

<b>Vocabulary</b>	common verbs; people and family; colours and common adjectives
<b>Grammar</b>	possessive adjectives; possessive 's'; adjectives
<b>Functional Language</b>	-
<b>Speaking</b>	talking about people and family; conversations about personal preference
<b>Reading</b>	a short text about describing things and introducing family members.
<b>Listening</b>	short simple conversations about people and family; what people prefer.
<b>Pronunciation</b>	/ɑ:/, /ɔ:/, /ʌ/, /ə/, /æ/ linking, word and sentence stress
<b>Writing</b>	a short description about a photo of your family
<b>Link to TIE exam</b>	Writing Part 2 - students use new language to write a short text to a friend about food and drink in their country

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

#### **I can...**

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

**Week 5: (Pages 30-35)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;	
<b>Vocabulary</b>	food and drink; meals; common verb phrases
<b>Grammar</b>	present simple – positive, negative and interrogative
<b>Functional Language</b>	-
<b>Speaking</b>	telling the time
<b>Reading</b>	a short text about daily routines
<b>Listening</b>	identify the time; short dialogues of people talking about their job and when they start/finish work; the days of the week in a short dialogue; people saying goodbye; a simple recorded interview about daily routines
<b>Pronunciation</b>	/w/, /v/, /dʒ/, /g/, /v/
<b>Writing</b>	a short description about breakfast
<b>Link to TIE exam</b>	Speaking Part 2 - students start to use their new base of language to talk about the basic differences between their country and Ireland
<b>Cultural Component</b>	Modern Irish music

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

**I can...**

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

### **Week 6: (Pages 36-41)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

<b>Vocabulary</b>	jobs and places of work; a typical day
<b>Grammar</b>	present simple: he, she, it; adverbs of frequency
<b>Functional Language</b>	-
<b>Speaking</b>	asking someone about their job; talking about a typical evening
<b>Reading</b>	a short text about speaking English at work
<b>Listening</b>	dialogues about are you a morning person?
<b>Pronunciation</b>	third person -es; /j/, /ju:/, sentence rhythm
<b>Writing</b>	-
<b>Link to TIE exam</b>	Speaking Part 1 – students in week 6 aim to expand talking about themselves and giving more personal information

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

#### **I can...**

- A: Speaking:** ask and answer simple questions related to the topic of jobs and places of work (1,3,12, 16)
- B: Speaking:** describe activities I often do and how often I do them (3, 14)

### Week 7: (Pages 42-47)

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

<b>Vocabulary</b>	common verb phrases 2: free time; kinds of film
<b>Grammar</b>	work order in questions: be and present simple; imperatives, object pronouns: me, him etc.
<b>Functional Language</b>	-
<b>Speaking</b>	asking questions about the weekend; saying the dates; talking on the phone
<b>Reading</b>	a short text about the weekend
<b>Listening</b>	conversation with someone about their weekend; five people talking about films and actors
<b>Pronunciation</b>	/w/, /h/, /eə /, /aʊ/, sentence stress
<b>Writing</b>	-
<b>Link to TIE exam</b>	Speaking Part 4 – students use new vocabulary in connection to a decision-making task
<b>Cultural Component</b>	How Irish communicate

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

##### **I can...**

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

### **Week 8: (Pages 48-53)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

<b>Vocabulary</b>	verb phrases; activities
<b>Grammar</b>	can/can't; like/love/hate + verb +-ing
<b>Functional Language</b>	-
<b>Speaking</b>	asking questions about places in a town
<b>Reading</b>	short text about driving round the world; a text about what friends like to do and not like to do
<b>Listening</b>	a conversation between a girl and a driving instructor
<b>Pronunciation</b>	can/can't: /ə/, /æ/, /ɑ:/, sentence rhythm; /ʊ/, /u:/, /ŋ/
<b>Writing</b>	simple sentences about things you can or can't do in your town
<b>Link to TIE exam</b>	Writing Part 2 – students write a short letter to a friend about a recent past event

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

#### **I can...**

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

### **Week 9: (Pages 54-59)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

<b>Vocabulary</b>	common verb phrases 2: travelling; clothes
<b>Grammar</b>	present continuous; present continuous or present simple?
<b>Functional Language</b>	-
<b>Speaking</b>	describing what people are doing in pictures; describing what clothes people are wearing
<b>Reading</b>	simple messages people send between each other; a text about <i>Undercover Boss</i>
<b>Listening</b>	an interview with secondary school students doing work experience
<b>Pronunciation</b>	/ɜ:/, /e/, /u:/, /æ/, /əʊ /, /aʊ/, /i:/
<b>Writing</b>	email to invite someone to do something
<b>Link to TIE exam</b>	Speaking Part 3 – students use expanding base of language to aim to discuss a basic news story
<b>Cultural Component</b>	Irish legends & literature

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

##### **I can...**

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

### Week 10: (Pages 60-65)

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

<b>Vocabulary</b>	hotels, in, on, under; in, on, at
<b>Grammar</b>	there's a.../ there are some...; past simple: be
<b>Functional Language</b>	-
<b>Speaking</b>	describing the location of objects; asking questions using time prepositions
<b>Reading</b>	a text about tourism in Scotland
<b>Listening</b>	an interview about a suspect and a robbery
<b>Pronunciation</b>	/ɪə/, /eə/, was and were, sentence stress
<b>Writing</b>	
<b>Link to TIE exam</b>	Speaking Part 4 – students ask for and give opinions related to a decision-making task

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

##### **I can...**

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

### Week 11: (Pages 66-71)

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

<b>Vocabulary</b>	regular verbs; verb phrases with get, go, have, do
<b>Grammar</b>	past simple: regular verbs; past simple irregular verbs: get, go, have, do
<b>Functional Language</b>	-
<b>Speaking</b>	role play talking about times in the past; asking for and giving directions
<b>Reading</b>	blog about life in the USA; articles about a film Life in a Day
<b>Listening</b>	a short dialogue about a typical day for Ben; listening for preposition of place
<b>Pronunciation</b>	regular past simple endings; sentence stress
<b>Writing</b>	a blog post – what I did yesterday
<b>Link to TIE exam</b>	Writing Part 1 - students write a short text on a book they have read
<b>Cultural Component</b>	Visual Ireland

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

##### I can...

- A - Speaking:** identify basic verb phrases with get, go, have, and do (14)
- B - Grammar:** pronounce verbs regular past simple endings\* (14, 15)
- C - Pronunciation:** complete simple sentences using the past simple\* (4, 6, 14)
- D - Writing:** complete simple sentences using the past simple\* (4, 6, 14)

### Week 12: (Pages 72-77)

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

<b>Vocabulary</b>	regular and irregular verbs; revision of past verb forms
<b>Grammar</b>	past simple: regular and irregular verbs; past simple revision
<b>Functional Language</b>	-
<b>Speaking</b>	revision of giving directions in a town, asking questions about the past
<b>Reading</b>	-
<b>Listening</b>	dialogue based on Strangers on a train
<b>Pronunciation</b>	irregular verbs; revision of vowel sounds
<b>Writing</b>	-
<b>Link to TIE exam</b>	TIE exam review and practise

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

##### **I can...**

- A - Speaking:** say what I did yesterday, last weekend, etc (3, 14)
- B - Grammar:** identify common verbs which have regular and irregular endings (14)