

## Elementary Level - A1

### (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>	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.
<b>2</b>	<b>Reading Comprehension</b>	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
<b>3</b>	<b>Oral Production</b>	Can produce simple, mainly isolated phrases about people and places
<b>4</b>	<b>Written Production</b>	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.
<b>5</b>	<b>Oral Interaction</b>	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.
<b>6</b>	<b>Written Interaction</b>	Can ask for or pass on personal details.

<b>7</b>	<b>Communicative Language Strategies - Reception</b>  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.
<b>8</b>	<b>Communicative Language Strategies -Production</b>  Planning	
<b>9</b>	<b>Communicative Language Strategies - Production</b>  Compensating	Can use gestures to support simple words/signs in expressing a need
<b>10</b>	<b>Communicative Language Strategies - Interaction</b>  TurnTaking	No descriptors available (Not applicable for this level)
<b>11</b>	<b>Communicative Language Strategies - Interaction</b>  Cooperating	No descriptors available (Not applicable for this level)
<b>12</b>	<b>Communicative Language Strategies - Interaction</b>  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.
<b>13</b>	<b>Communicative Language Strategies - Interaction</b>  Monitoring and Repair	No descriptors available (Not applicable for this level)
<b>14</b>	<b>Linguistic Competence</b>	Has a very basic range of simple expressions about personal details and needs of a concrete type.

	<b>General Linguistic Range</b>	Can use some basic structures in one-clause sentences with some omission or reduction of elements.
<b>15</b>	<b>Linguistic Competence</b>  <b>Phonological Control</b>	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.
<b>16</b>	<b>Sociolinguistic Competence</b>	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.

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, 1C 1PE	Pgs 6 – 13	Weekly Test 1
<b>Week 2</b>	Unit 2	2A, 2B, 2C, 2R&C	Pgs 14 – 21	Weekly Test 2
<b>Week 3</b>	Unit 3	3A, 3B, 3C, 3PE	Pgs 22 – 29	Weekly Test 3
<b>Week 4</b>	Unit 4	4A, 4B, 4C, 4R&C	Pgs 30 – 37	Weekly Test 4
<b>Week 5</b>	Unit 5	5A, 5B, 5C, 5PE	Pgs 38 – 45	Weekly Test 5
<b>Week 6</b>	Unit 6	6A, 6B, 6C, 6R&C	Pgs 46 – 53	Mid-course test
<b>Week 7</b>	Unit 7	7A, 7B, 7C, 7PE	Pgs 54 – 61	Weekly Test 7
<b>Week 8</b>	Unit 8	8A, 8B, 8C, 8R&C	Pgs 62 – 69	Weekly Test 8
<b>Week 9</b>	Unit 9	9A, 9B, 9C, 9PE	Pgs 70 – 77	Weekly Test 9
<b>Week 10</b>	Unit 10	10A, 10B, 10C, 10R&C	Pgs 78 – 85	Weekly Test 10
<b>Week 11</b>	Unit 11	11A, 11B, 11C, 11PE	Pgs 86 – 93	Weekly Test 11
<b>Week 12</b>	Unit 12	12A, 12B, 12C, 12R&C	Pgs 94 - 101	End-of-course test

**Publisher: Oxford University Press**

- Teachers should use the appropriate corresponding Grammar Bank, Vocabulary Bank, Sound Bank, Communication tasks, Writing, and Listening Transcripts.
- **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 A1 level MIPLOs.
- 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 6-13)

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, days of the week; countries and nationalities; personal information, drinks
<b>Grammar</b>	the verb “be”; pronouns; possessive adjectives
<b>Functional Language</b>	checking into a hotel
<b>Speaking</b>	introductions, saying hello, asking people’s names; saying goodbye; asking/talking about countries and nationalities; asking for and giving personal information
<b>Reading</b>	dialogue including greetings and introductions; a short fact file about nationalities
<b>Listening</b>	dialogues of people exchanging greetings; a short dialogue about where people are from; an interview answering simple personal information; a dialogue asking for a drink
<b>Pronunciation</b>	vowel sounds; word stress; consonant sounds; the alphabet
<b>Writing</b>	a form with their personal information; a short text about themselves; using capital letters
<b>Link to TIE exam</b>	Speaking Part 1 – students use language to give basic information about themselves.
<b>Cultural Component</b>	Cultural component – 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...

- Speaking:** use short phrases for the purpose of checking into a hotel (3, 5, 12, 14, 15, 16)
- Speaking:** 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)

## Week 2: (Pages 14-21)

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>	colours, feelings; adjective-noun collocations
<b>Grammar</b>	singular and plural nouns; adjectives; imperatives
<b>Functional Language</b>	imperatives
<b>Speaking</b>	asking/talking about common objects; location of objects and personal possessions; 'What's the matter?' roleplays
<b>Reading</b>	short simple description of the differences between American English and British English; a personal profile
<b>Listening</b>	simple conversation about people discussing the location of their personal possessions; a dialogue about feelings
<b>Pronunciation</b>	vowel sounds; consonant sounds
<b>Writing</b>	
<b>Link to TIE exam</b>	Speaking Part 1 – students continue to use and consolidate language to discuss their home country, family, work, etc.

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

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

- A: Speaking:** recognize correct pronunciation of regular verbs with -ed endings \* (15) I can ask for and give basic personal information (3, 5, 14, 14, 16)
- B: Vocabulary:** talk about how I feel (3,5,14,15)
- C: Grammar:** recognise and produce singular and plural forms of basic nouns \*(2, 4, 14)
- D: Speaking:** ask and talk about personal possessions and their location\* (3, 5,14, 15)

### **Week 3: (Pages 22-29)**

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 verb phrases; jobs; question words; telling the time
<b>Grammar</b>	present simple affirmative, negative and interrogative; present simple; word order in questions
<b>Functional Language</b>	ordering a coffee; making small talk
<b>Speaking</b>	talking about your native country; asking and answering questions about jobs; ordering a coffee; interviewing a partner about their daily life
<b>Reading</b>	an article on British people and foreigners' opinions of Britain; a text about jobs; a personal profile
<b>Listening</b>	a conversation between two people meeting for the first time, a dialogue between customer and waiting staff when ordering coffee; a conversation with a colleague
<b>Pronunciation</b>	consonant sounds; vowel sounds; third person -s
<b>Writing</b>	a personal profile
<b>Link to TIE exam</b>	Writing Part 2 – students produce a personal profile
<b>Cultural Component</b>	Irish physical characteristics

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

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

- Speaking:** list different jobs and professions (3, 15)
- Listening:** understand a conversation between two people ordering in a café (1, 7)
- Speaking:** ask questions to another person about where they live, their family, where they work, hobbies, and language ability\* (5, 9, 12, 14, 15)
- Reading:** recognise key everyday verb phrases (watch tv, cook dinner, listen to music, live in a flat) in a text \* (2, 7)

### **Week 4: (Pages 30-37)**

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>	family; daily routine; words and expressions of frequency; months
<b>Grammar</b>	possessives; prepositions of time and place; position of adverbs and expressions of frequency
<b>Functional Language</b>	
<b>Speaking</b>	asking and talking about family; talking about when you do certain things; describing places
<b>Reading</b>	an article describing famous siblings; an article about daily routines; a text about teenagers in the USA; a text about 'Blue Zones'
<b>Listening</b>	a conversation between friends discussing their families; a teenager talking about his day; a video about Okinawa
<b>Pronunciation</b>	the letter 'o'; the letter 'h'; word stress; /ʌ/
<b>Writing</b>	an article
<b>Link to TIE exam</b>	Speaking Part 2 – students have the opportunity to give a short presentation about their family members. Writing Part 2 – students write an article about their favourite day of the week.

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

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

- Speaking:** 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:** understand a short, written text about familiar topics including family and habits/routines\* (2, 7)
- Vocabulary:** complete a family tree\* (4, 6)

#### **Week 5: (Pages 38-45)**

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-buy a newspaper; verbs and verb phases related to noise; the weather and seasons
<b>Grammar</b>	can/can't; present continuous be + verb + -ing; present continuous vs. present simple
<b>Functional Language</b>	buying clothes

<b>Speaking</b>	asking and talking about abilities and talents; attitude to noise; repeating words with -ng; tourist attractions in London
<b>Reading</b>	an online guide to tourist attractions in London
<b>Listening</b>	a clip from a TV talent show; a recording of a tour guide talking about the weather; an informal, face to face conversation; a dialogue in a clothes shop; a phone call between friends
<b>Pronunciation</b>	sentence stress; /ŋ/; place names in London
<b>Writing</b>	a social media post
<b>Link to TIE exam</b>	Speaking Part 3 – students read and discuss an article Writing Part 2 – students write a social media post
<b>Cultural Component</b>	Modern Irish music

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

**I can...**

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

**Week 6: (Pages 46-53)**

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>	descriptive words in a story; dates and ordinal numbers; music
<b>Grammar</b>	object pronouns; verb patterns; auxiliary verbs be and do
<b>Functional Language</b>	
<b>Speaking</b>	telling a story; asking and talking about preferences; asking and talking about your taste in music
<b>Reading</b>	a short story; an extract from an internet forum
<b>Listening</b>	a story; a video about buskers

<b>Pronunciation</b>	/ai/; /i/ and /i:/; /θ/ and /ð/; syllable stress
<b>Writing</b>	an informal email
<b>Link to TIE exam</b>	Speaking Part 1 – students can give information about their likes and dislikes Writing Part 2 – students write an informal email

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

**I can...**

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

**Week 7: (Pages 54-61)**

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>	word families; past time expressions; collocations with go, have and get.
<b>Grammar</b>	past simple (regular and irregular)
<b>Functional Language</b>	asking for and giving directions; speaking politely
<b>Speaking</b>	discussion about selfies; asking and answering ‘When was the last time...?’ questions; an interview about a memorable New Year’s Eve; asking for and giving directions in the street
<b>Reading</b>	short story in the past; a holiday report
<b>Listening</b>	a short interview about a past event; a travel-related anecdote; a dialogue in the street asking for directions; a polite conversation between friends
<b>Pronunciation</b>	past simple verbs; sentence stress

<b>Writing</b>	a story about a memorable New Year's Eve
<b>Link to TIE exam</b>	Speaking Part 4 – students continue to explore functional language for politely conducting a collaborative decision-making task
<b>Cultural Component</b>	How Irish communicate

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

**I can...**

- A - Speaking:** ask for and understand simple directions (1,3,5, 7, 9)
- B - Reading:** recognize past time expressions (1, 2, 5, 7)
- C - Listening:** understand listening content between two people in a bookshop\* (1, 5, 7)
- D - Speaking:** ask and answer questions about a past activity or experience\* (1, 2, 3, 5, 7)

**Week 8: (Pages 62-69)**

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>	houses and furniture; prepositions of place and movement; irregular verbs
<b>Grammar</b>	there is/are; there was/were; some and any + plural nouns
<b>Functional Language</b>	
<b>Speaking</b>	describing your house and rooms in your house; a police interview roleplay; asking and answering questions with Is/Are/Was/Were there...?
<b>Reading</b>	about the Travers murder; about believing in ghosts
<b>Listening</b>	a short story regarding a murder mystery; a query about the crime; a documentary clip about a haunted castle
<b>Pronunciation</b>	/ð/, /eə/; sentence stress; silent letters; verb + -ing; city names
<b>Writing</b>	a description of a home
<b>Link to TIE exam</b>	Speaking Part 3 - students read, listen to and discuss a short story

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

#### I can...

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

### Week 9: (Pages 70-77)

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>	food; drinks; food containers; high numbers
<b>Grammar</b>	countable/uncountable nouns; quantifiers; comparative adjectives
<b>Functional Language</b>	ordering a meal; understanding a menu
<b>Speaking</b>	discussing daily food intake; completing a food questionnaire; ordering and ending a meal
<b>Reading</b>	a short factual article on the topic of diet; a fact-file on salt and sugar; a short article on pub quizzes; a simple menu
<b>Listening</b>	simple information about food photography; an introduction to a TV general knowledge quiz show; a dialogue between a waiter and a customer; an informal conversation between friends
<b>Pronunciation</b>	the letters 'ea' and sounds /ə/, /s/; sentence stress
<b>Writing</b>	
<b>Link to TIE exam</b>	Speaking Part 2 – students have the opportunity to prepare and deliver a short presentation on food from their country
<b>Cultural Component</b>	Irish legends and literature

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

**I can...**

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

**Week 10: (Pages 78-85)**

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>	places and buildings; city holidays; verb phrases
<b>Grammar</b>	be going to (plans and predictions); superlatives; future time expressions
<b>Functional Language</b>	
<b>Speaking</b>	talking about transport; talking about city holidays making predictions about the future
<b>Reading</b>	a short story about a fortune teller predicting the future; a simple article about dangerous places to cross the road; an interview about the world's most unusual hotels
<b>Listening</b>	an interview with a travel company founder; a story about a fortune teller
<b>Pronunciation</b>	consonant groups; sentence stress; word stress
<b>Writing</b>	a formal email to make a reservation in a B&B
<b>Link to TIE exam</b>	Speaking Part 1 and 4 – students talk about travel and use superlative structures in the decision-making task Writing Part 2 – students write a formal email

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

**I can...**

- Speaking:** ask and answer questions related to holiday plans (3,5,9,15)
- Listening:** understand a short recording connected to travel plans (1,7)
- Grammar:** identify the use of be going to for plans and for predictions \*(1,2,5)
- Writing:** organize and write a formal email to make a reservation in a B&B.\* (4, 6)

### **Week 11: (Pages 86-93)**

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 adverbs; verbs that take the infinitive; phones and the internet;
<b>Grammar</b>	adverbs (manner and modifiers); verb + to + infinitive; definite article
<b>Functional Language</b>	getting to the airport; public transport
<b>Speaking</b>	asking and answering questions about habits in their home country; asking and answering questions about a bucket list; talking about phones and the internet
<b>Reading</b>	internet forum posts about living in foreign countries; a blog about 'bucket lists'; an article about life before the internet
<b>Listening</b>	a monologue about living abroad; people talking about their phone usage; an informal conversation between friends; friends saying goodbye
<b>Pronunciation</b>	connected speech; weak form of to, sentence stress, "the"
<b>Writing</b>	a bucket list
<b>Link to TIE exam</b>	Speaking Parts 1 and 2 – students have the opportunity to speak about their home country
<b>Cultural Component</b>	Visual Ireland

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

**I can...**

- Speaking:** buy a ticket on public transport (1, 3, 7, 14, 15)

- Listening:** recognize and use common phrases when travelling (1, 3, 7, 15)
- Reading:** understand the main points in a blog about hopes and dreams \* (1, 2, 3, 7, 15)
- Writing:** complete sentences with 'the' or no article\* (4).

### **Week 12: (Pages 94-101)**

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>	past participles, irregular verbs
<b>Grammar</b>	present perfect (for life experiences); present perfect vs past simple; revision: question information
<b>Functional Language</b>	
<b>Speaking</b>	ask and answer 'Have you ever...?' questions; ask and answer questions about life experiences and give more information
<b>Reading</b>	interview with Sir Ian McKellen; reviews of "Pizza West"
<b>Listening</b>	interview with Dame Judy Dench; ten popular foreign restaurants
<b>Pronunciation</b>	sentence stress in the present perfect; irregular participles
<b>Writing</b>	
<b>Link to TIE exam</b>	review and practice

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

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

- Writing:** write about my daily routine, their last holiday, and what I am going to do next week (4, 14)
- Reading:** understand a text about the best city in the world\* (2,7)