

INTERMEDIATE PLUS LEVEL: B1+
(Including TIE preparation and Cultural Components)

<ul style="list-style-type: none"> 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. 		
<ul style="list-style-type: none"> 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. 		
<p>MIPLOs</p> <p>By the end of the course learners...</p>		
1	Oral Comprehension	<p>Can understand more complex factual information about every day or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.</p> <p>Can understand more complex content made in clear standard language or a familiar variety on matters regularly encountered at work, school, leisure, etc., including short narratives.</p>
2	Reading Comprehension	<p>Can read more complex factual texts on subjects related to their field of interest with a good level of comprehension</p>
3	Oral Production	<p>Can more fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.</p>
4	Written Production	<p>Can produce more complex connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.</p>

5	Oral Interaction	<p>Can communicate with confidence on familiar routine and non-routine matters related to their interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc.</p> <p>Can exploit a wide range of more complex language to deal with most situations likely to arise while travelling.</p> <p>Can enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>
6	Written Interaction	<p>Can convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with good precision.</p> <p>Can compose personal letters and notes asking for or conveying more complex information of immediate relevance, getting across the point they feel to be important.</p>
7	Communicative Language Strategies - Reception Identifying Cues and Inferring	<p>Can make inferences or predictions about text content from headings, titles or headlines. Can watch or listen to a short narrative and predict what will happen next.</p> <p>Can follow a line of argumentation or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).</p> <p>Can deduce the meaning of unknown words/signs in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes).</p>
8	Communicative Language Strategies - Production Planning	<p>Can rehearse and try out new combinations and expressions, inviting feedback.</p> <p>Can work out well how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express.</p>

9	Communicative Language Strategies - Production Compensating	<p>Can define the features of something concrete for which they can't remember the word/sign.</p> <p>Can convey meaning by qualifying a word/sign meaning something similar (e.g. a truck for people = bus).</p> <p>Can use another word/sign meaning something similar to the concept they want to convey and invite "correction".</p> <p>Can "foreignise" word/signs in their first language and ask for confirmation.</p>
10	Communicative Language Strategies - Interaction TurnTaking	<p>Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</p> <p>Can initiate, maintain and close more complex, face-to-face conversation on topics that are familiar or of personal interest.</p>
11	Communicative Language Strategies - Interaction Cooperating	<p>Can exploit a more complex repertoire of language and strategies to help keep a conversation or discussion going.</p> <p>Can summarise the point reached in a discussion and so help focus the argument.</p> <p>Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.</p> <p>Can invite others into the discussion.</p>
12	Communicative Language Strategies - Interaction Asking for clarification	<p>Can ask for further details and clarifications from other group members in order to move a discussion forward.</p> <p>Can ask someone to clarify or elaborate what they have just said.</p>

13	<p>Communicative Language Strategies - Interaction</p> <p>Monitoring and Repair</p>	<p>Can correct mix-ups with the marking of time or expressions that lead to misunderstandings.</p> <p>Can ask for confirmation that a form used is correct.</p> <p>Can start again using a different tactic when communication breaks down.</p>
14	<p>Linguistic Competence</p> <p>General Linguistic Range</p>	<p>Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with precision and express thoughts on abstract or cultural topics such as music and film.</p> <p>Has enough language to get by, with sufficient vocabulary to express themselves with little hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations may cause repetition and even difficulty with formulation at times.</p>
15	<p>Linguistic Competence</p> <p>Phonological Control</p>	<p>Pronunciation is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak.</p>
16	<p>Sociolinguistic Competence</p>	<p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.</p> <p>Is aware of the salient politeness conventions and acts appropriately.</p> <p>Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of their own community.</p>

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 Intermediate Plus Student’s Book Fourth Edition

Author: Latham Koenig, C., Oxenden, C., Chomacki, K. Cambridge 2019

Publisher: Oxford University Press

Week	Units	Unit Sections	Pages	Tests
Week 1	Unit 1	1A, 1B	Pgs 6 – 13	File 1 Test
Week 2	Unit 1 & 2	1B (cont), 1PE, 2A	Pgs 14 – 21	File 1 Test
Week 3	Unit 2 & 3	2B, 2R&C, 3A	Pgs 22 – 29	File 2 Test
Week 4	Unit 3	3A(cont), 3B, 3PE	Pgs 30 – 37	File 3 Test
Week 5	Unit 4	4A, 4B, 4R&C	Pgs 38 – 49	File 4 Test
Week 6	Unit 5	5A, 5B,	Pgs 50 – 57	File 5 Test
Week 7	Unit 5 & 6	5PE, 6A	Pgs 58 – 65	Mid-course Test
Week 8	Unit 6 & 7	6B, 6R&C, 7A	Pgs 66 – 73	File 6 Test
Week 9	Unit 7	7A (cont), 7B, 7PE	Pgs 74 – 81	File 7 Test
Week 10	Unit 8	8A, 8B, 8R&C	Pgs 82 – 89	File 8 Test
Week 11	Unit 9	9A, 9B, 9PE	Pgs 90 – 97	File 9 Test
Week 12	Unit 10	10A, 10B, 10R&C	Pgs 98 – 105	End-of-Course Test

- 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 B1+ level MIPOs.
- At the end of the level Students should be able to refer to the **Self-Assessment Grid** [Downloads - Bridge Mills Galway Language Centre](#) and relate their language ability adequately to the given criteria.
- **Culture-related material taken, as level-appropriate, from:**
 - O'Malley, I. (2017). *The Irish Culture Book 1: Intermediate-Advanced Activity Book*. Dublin: Malleyman Publications.
 - BMGLC. (2019). *Teacher Refresher Handbook 2*. School's own material.

<u>Week 1: (Pages 6-13)</u>	
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;	
Vocabulary	peoples' names; adjective suffixes
Grammar	pronouns; adjectives
Speaking	making suggestions, accepting suggestions, rejecting suggestions; discussing the importance of colour; describing your favourite room in the house
Reading	an article about naming customs from around the world; an article about how colour affects your mood
Listening	people talking about names around the world; a podcast about fascinating colour facts
Pronunciation	word stress of adjectives formed with suffixes; /ɪ/, /i:/, /æ/, /ɔ:/, /e/, /eɪ/, /əʊ/, /aɪ/
Link to TIE exam	Speaking Part 1 – students give personal details and information about their lives Speaking Part 3 – students read and discuss a magazine article Writing Part 2 – Students produce an informal email
Cultural Component	Questions about Ireland: Any important ongoing festival/cultural event will be addressed in a level-appropriate manner. Students will be encouraged to share their experiences of food and drink around Ireland with their peers. Students will be encouraged to ask any questions they may have regarding life in Ireland

Can Do Statements (MIMLOs) (end of week 1): I can...

A - Speaking	make, accept, and reject suggestions in a discussion about new products (5,8, 10,15,16).	C - Listening	follow a radio programme about the importance of first names (1, 7) *.
B - Pronunciation	correctly stress adjectives formed with suffixes (15).	D - Reading	understand the main points of an article about colour (2, 7) *.

<u>Week 2: (Pages 14-21)</u>	
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;	
Vocabulary	adjective suffixes; packing
Grammar	adjectives; present tenses
Speaking	reporting lost luggage, sympathize with someone about a problem, greet someone you have not seen for some time; preparing for a holiday
Reading	an article on how colour affects mood; an article on things we do on holiday
Listening	a travel journalist giving advice on packing for a holiday
Pronunciation	/s/, /z/, /ɪz/
Writing	write a series of holiday messages to post o friends
Link to TIE exam	Speaking Part 2 – students prepare and deliver a short presentation on their family Writing Part 1 – Students read and write about a newspaper article

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

I can...

- A. **Speaking:** describe and report lost luggage (5,9,14, 15)
- B. **Language:** produce more complex questions and answers with the present simple and present continuous on the theme of routines and holiday preferences and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (1,3,5,6).
- C. **Writing:** write an email to a friend telling them about a recent holiday which includes the best or worst thing that happened * (4, 6)
- D. **Listening:** understand the presenter’s point of view in a podcast about shopping * (1, 7)

<u>Week 3: (Pages 22-29)</u>	
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;	
Vocabulary	shops and services; stages of life
Grammar	possessives; past simple, past continuous, or used to?
Speaking	questions about past life experiences; discussions about different stages of life
Reading	an article about local shops and multinationals
Listening	people describing the positives and negatives of online shopping; a radio report on differences between teenagers and adults
Pronunciation	r and final -r; -ed endings, sentence rhythm
Link to TIE exam	Speaking Part 4 – students complete a collaborative decision-making task, using functional language of recommendations Writing Part 2 – students produce a formal letter/email
Cultural Component	Irish Physical Characteristics

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

I can...

- A. **Reading:** recognise text type and images to predict the content of an article about online vs High St bookshops (2, 7)
- B. **Listening:** follow and understand the main points in a news report about teenagers (1, 7)
- C. **Speaking:** ask and answer questions about shopping habits demonstrating my ability to initiate, maintain and close the conversation * (3, 5, 14, 15)
- D. **Language:** distinguish between past simple, past continuous, and used to* (1,2,5, 7).

<u>Week 4: (Pages 30-37)</u>	
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;	
Vocabulary	stages of life; photography
Grammar	past simple, past continuous, or used to; prepositions
Speaking	events in your life; sentence rhythm
Reading	article about photography; an article on storing photos
Listening	a programme about children and stereotypes
Pronunciation	/ə/, two pronunciations of the
Writing	an article giving tips on how to do something
Link to TIE exam	Speaking Part 1 – students talk about travel preferences Writing Part 2 – Students produce a descriptive text about a journey they have taken

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

I can...

- E. **Reading:** skim a short article to establish the main ideas about storing digital photos (2, 7).
- F. **Speaking:** employ the appropriate tenses to give detailed accounts of life experiences and past events (3, 5, 14, 15).
- G. **Vocabulary:** employ vocabulary related to describing or taking photos* (3, 4, 5, 14, 15).
- H. **Listening:** understand recordings of people talking about different aspects of photography * (1, 7).

<u>Week 5: (Pages 38-49)</u>	
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;	
Vocabulary	rubbish and recycling; study and work
Grammar	future forms: will/shall and be going to; first and second conditional
Speaking	talking about reducing waste; discussing questions about work and/or study
Reading	an article about recycling; an article about the best part-time jobs ever
Listening	an interview about ways to reduce food waste; watch/listen to an interview talking about their part-time job
Pronunciation	/aɪ/, /eɪ/; word stress
Link to TIE exam	Speaking Part 2 – students compare and contrast their homes in their country and Ireland, and deliver a short presentation on the topic; Writing Part 1 – students summarise an article and give their opinion; Writing Part 2 – students produce an informal email
Cultural Component	Modern Irish music

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

I can...

- A. **Writing:** create a LinkedIn profile (4, 6, 8, 13, 14)
- B. **Listening:** follow the main points of a radio interview on environmental issues. (1, 7)
- C. **Language:** distinguish between the first and second conditional* (1, 2, 3, 4, 14, 15)
- D. **Speaking:** express beliefs, views, and opinions when discussing the future of rubbish and recycling* (5, 9, 10, 11, 12,14, 15,16).

<u>Week 6: (Pages 50-57)</u>	
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;	
Vocabulary	television; the country
Grammar	present perfect simple; present perfect continuous
Speaking	talking about TV series or films; discussing differences between city living and country living
Reading	an article on TV series from other countries; an article about village life
Listening	an interview about a woman living in the country; a conversation about a couple's experience in the country
Pronunciation	/w/, /v/, /b/; vowel sounds, sentence rhythm
Link to TIE exam	Speaking Part 2 – students discuss a collaborative decision-making task; Speaking Part 3 – students read and discuss an article

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

I can...

- A. **Language:** distinguish between the present perfect simple and continuous (1,2,4,5,6).
- B. **Writing:** write an informal email about things I've been doing recently (4, 6, 8, 14).

<u>Week 7: (Pages 58-65)</u>	
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;	
Vocabulary	television; the country
Grammar	present perfect simple; present perfect continuous
Speaking	talking about TV series or films; discussing differences between city living and country living
Reading	an article on TV series from other countries; an article about village life
Listening	an interview about a woman living in the country; a conversation about a couple's experience in the country
Pronunciation	/w/, /v/, /b/; vowel sounds, sentence rhythm
Link to TIE exam	Speaking Part 2 – students discuss a collaborative decision-making task; Speaking Part 3 – students read and discuss an article
Cultural Component	A nice cuppa tea

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

I can...

- A. **Listening:** take notes on the main points of recorded stories on the theme of eating out. (1, 7)
- B. **Reading:** skim a short text to ascertain the attitude of the writer (2, 7).
- C. **Speaking:** discuss the social conventions of tipping when eating out in my country* (5, 9, 10, 11, 14, 16).
- D. **Language:** employ the appropriate modal verb to express obligation, necessity, prohibition, and advice* (2,8,16).

Week 8: (Pages 66-73)	
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;	
Vocabulary	DIY and repairs, paraphrasing; cash machines; phrasal verbs
Grammar	<i>can, could, and be able to</i> ; phrasal verbs
Speaking	making suggestions based on different scenarios; talking about using cash machines and money
Reading	an article about extraordinary uses for ordinary things; an article on the first cash machine
Listening	three people discussing their shopping experience; two true news stories about cash machines
Pronunciation	consonant clusters; linking sounds
Link to TIE exam	Speaking Part 3 – students talk about a news story related to their hometown and discuss it with their peers

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

I can...

- A. **Speaking:** describe a live sporting event or concert I went to and say whether I enjoyed it and why (3, 5, 8, 13, 14).
- B. **Listening:** follow the main points of different speakers in a recording about people attending a live event and use that information to predict what went wrong (1, 7)
- C. **Reading:** evidence recognition of referencing in an article in which the writer expresses a specific point of view about raising money for charity* (2, 7)
- D. **Language:** apply the appropriate verb pattern; gerund or infinitive to sentences* (3, 5, 8, 13, 14).

<u>Week 9: (Pages 74-81)</u>	
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;	
Vocabulary	cash machines; phrasal verbs; live entertainment
Grammar	phrasal verbs; verb patterns
Speaking	giving background information to a story; talking about past live events; explaining the rules of a house
Reading	an article about working for a charity; an article about board games
Listening	three people talking about their preference for live events or watching it on TV
Pronunciation	homophones
Link to TIE exam	Speaking part 4 – students complete a collaborative task related to the topic of health
Cultural Component	Irish literature

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

I can...

- A. **Listening:** use a variety of strategies to achieve understanding, including listening for main points where people are talking about wellness (1, 5, 7)
- B. **Language:** select and appropriately apply, the active or passive voice and the structure to have something done (5, 8, 10, 11, 14)
- C. **Writing:** write a review of a hair or beauty salon, gym or spa that I have experienced explaining why I do or don't recommend the place * (4, 6)
- D. **Speaking:** argue whether more can be done to encourage people to be healthy* (8, 10, 12,13, 14)

Week 10: (Pages 82-89)	
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;	
Vocabulary	looking after yourself; wars and battles, historic buildings
Grammar	<i>have something done</i> ; the passive
Speaking	categorising things that are important personally; talking about famous historical sites
Reading	an article about beauty treatments; an information piece on the Battle of Hastings
Listening	an interview with a hairdresser; two women talking about their experience having beauty treatments
Pronunciation	sentence stress; silent consonants
Link to TIE exam	Speaking Part 2 – students prepare and deliver a short presentation on wedding traditions in their country Speaking Part 3 – students read and respond to a magazine article about weddings

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

I can...

- A. **Speaking:** tell an anecdote to several people which includes adding details and giving examples, and responding to other anecdotes (5, 7, 10, 14)
- B. **Writing:** write a description of a building for a tourism website (4, 6, 14)
- C. **Listening:** follow an interview with a bookshop owner identifying both general and specific details* (1, 5, 7)
- D. **Reading:** read and understand a web review of a historic building in France with a good level of comprehension* (2, 7)

<u>Week 11: (Pages 90-97)</u>	
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;	
Vocabulary	word building; weddings
Grammar	reported speech; third conditional and other uses of the past perfect
Speaking	talking about memorable moments; discussing controversial statements about weddings; giving directions in a building
Reading	short story about William Somerset Maugham
Listening	radio programme about a woman with an extraordinary memory; a conversation about two couples
Pronunciation	word stress; sentence stress
Writing	a story describing a memorable moment
Link to TIE exam	Speaking part 1 – students give information about their jobs Speaking Part 3 – students discuss a TV series they have watched OR a book they have read Speaking Part 4 - students carry out a collaborative task related to the topic of jobs Writing Part 2 – students produce a story
Cultural Component	Irish history on film

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

I can...

- A. **Speaking:** express my beliefs, views and opinions in discussing weddings including the use of supporting examples (3, 5, 8, 9, 10, 13).
- B. **Listening:** recognise stressed words in an utterance (1, 7).
- C. **Reading:** understand the main points in a blog about a traditional wedding and successfully place missing sentences into the appropriate place in the text* (2, 7)
- D. **Writing:** produce a story about a very memorable experience linking a series of shorter discrete elements into a linear sequence * (4, 6, 14)

<u>Week 12: (Pages 98-105)</u>	
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;	
Vocabulary	British and American English; exams
Grammar	<i>be, do, and have</i> : auxiliary and main verbs; revision of verb forms
Speaking	speaking about ' <i>Americanization</i> ' and its influence in culture; talking about the value of exams
Reading	a blog about common things Americans and Brits do; an article about China's national university exam - gaokao
Listening	conversation about six people who live in New York; four people talking about their experiences with exams or tests
Link to TIE exam	TIE exam: review and practise

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

I can...

- A. **Speaking**: talk about the influence of another culture on my country and express what I think about it (3, 5, 9, 10, 11, 13).
- B. **Listening**: recognise the attitude of different people talking about life in New York (1, 7).