

ADVANCED+ C1+ LEVEL

General English (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...

1	Oral Comprehension	Can clearly understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may rarely need to confirm occasional details, especially if the variety is very unfamiliar. Can recognise an extensive range of idiomatic expressions and colloquialisms, appreciating register shifts. Can clearly follow extended discourse even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
2	Reading Comprehension	Can understand in great detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections. Can clearly understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.

3	Oral Production	can give clear, concise, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
4	Written Production	Can produce clear, concise well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Can clearly employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme
5	Oral Interaction	Can express themselves fluently and spontaneously, almost effortlessly. Has an excellent command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
6	Written Interaction	Can express themselves with clarity, accuracy and precision, relating to the addressee flexibly and effectively.
7	Communicative Language Strategies - Reception Identifying Cues and Inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
8	Communicative Language Strategies -Production Planning	Can, when preparing a more formal text, consciously adopt the conventions linked to the particular type of text concerned (e.g. structure, level of formality) to excellent effect.
9	Communicative Language Strategies - Production Compensating	Can fully exploit their range of vocabulary options creatively so as to readily and effectively use circumlocution in almost all situations.
10	Communicative Language Strategies - Interaction TurnTaking	Can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking.

11	Communicative Language Strategies - Interaction Cooperating	Can relate own contribution skillfully to that of others.
12	Communicative Language Strategies - Interaction Asking for clarification	Can ask for explanation or clarification to ensure they understand complex, abstract ideas in professional or academic contexts, live or online.
13	Communicative Language Strategies - Interaction Monitoring and Repair	Can backtrack when they encounter a difficulty and reformulate what they want to say without fully interrupting the flow of language. Can self-correct with a high degree of effectiveness.
14	Linguistic Competence General Linguistic Range	Can use a broad range of complex grammatical structures appropriately and with considerable flexibility. Can select an appropriate formulation from a broad range of language to express themselves clearly, without having to restrict what they want to say.
15	Linguistic Competence Phonological Control	Can effortlessly employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent(s) retained from other language(s) may be noticeable, but they do not affect intelligibility.
16	Sociolinguistic Competence	Can clearly recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm very occasional details if the accent is unfamiliar. Can understand humour, irony and implicit cultural references and pick up nuances of meaning. Can follow films employing a considerable degree of slang and idiomatic usage. Can clearly use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. Can accurately adjust their level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate, and almost always maintain a consistent register. Can accurately frame critical remarks or express strong disagreement diplomatically.

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 Advanced Plus Student's Book (Fourth edition)

Author: Oxenden, C, Lambert, J, Latham-Koenig, C, Lambert, J., Chomacki, K.

Publisher: Oxford University Press 2021

Week	Unit	Pages	Tests
Week 1	1A, 1B	Pgs 6 – 12	Weekly Test 1
Week 2	1B(contd.), 1R&C, 2A	Pgs 13 – 19	Weekly Test 2
Week 3	2B, 2R&C, 3A	Pgs 20 – 27	Weekly Test 3
Week 4	3A(contd.), 3B, 3R&C	Pgs 28 – 35	Weekly Test 4
Week 5	4A, 4B, 4R&C	Pgs 36 – 45	Weekly Test 5
Week 6	5A, 5B	Pgs 46 – 52	Mid-Course Test
Week 7	5B(contd.), 5R&C, 6A	Pgs 53 - 59	Weekly Test 7
Week 8	6B, 6R&C, 7A	Pgs 60 – 67	Weekly Test 8
Week 9	7A(contd.), 7B	Pgs 68 – 71	Weekly Test 9
Week 10	7B(contd.), 7R&C	Pgs 72 - 75	Weekly Test 10
Week 11	8A, 8B	Pgs 76 – 81	Weekly Test 11
Week 12	8B(contd.), 8 R&C	Pgs 82 - 85	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** **CE: Colloquial 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 students move towards meeting the C1 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 2: Intermediate-Advanced Activity Book*. Dublin: Malleyman Publications.
- BMGLC. (2019). *Irish Culture Handbook 2*. School's own material. (Review)

Week 1: (Pages 6-12)

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	vague language, phrasal nouns
Grammar	modal verbs -will, would, should, noun phrases
Speaking	about a personal you find inspirational; about a time someone gave you advice
Writing	A discursive essay highlighting the pros and cons of different parenting styles
Reading	a book extract about giving advice, a report from UNICEF
Listening	to a radio extract
Pronunciation	contractions, long and short vowels
Link to TIE exam	Speaking Part 2 – students prepare and deliver a short presentation on someone they admire. Writing Part 2 – students write an essay
Cultural Component	Focus on any important Galway/Irish festival/cultural/sporting events

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

I can...

- A. Speaking** I can discuss with others about people I find inspirational (3/5/7/9/10/11/12/13/14/15)
- B. Grammar** I can recognise the different uses of will, would, and should and apply them to the appropriate context (1/7) *
- C. Reading** I can read and use contextual, grammatical and lexical cues to infer and anticipate what will come next in a blog about dangerous play (2/7) *
- D. Writing** I can write a discursive essay which includes highlighting the pros and cons of different parenting styles (4/6/8)

Week 2: (Pages 13-19)

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	prefixes and suffixes
Grammar	modal verbs can, could, be able to, may, might
Speaking	telling an anecdote
Writing	A pros and cons discursive essay
Reading	the prologue from a memoir
Listening	to an interview with Jo Malone on smells and perfumes
Pronunciation	words that can be pronounced in 2 ways
Link to TIE exam	Speaking Part 1 – students discuss illness or accidents Speaking Part 3 or Writing Part 1 – students read and respond to a prologue orally or in written form

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

I can...

- A. Speaking** I can employ a number of communicative strategies to speak about illnesses and accidents (3/5/9/13/14/15)

- B. Listening** I can follow extended discourse people from a variety of backgrounds talking about significant situations in their lives (1/7) *

- C. Writing** I can write a discursive essay on the theme of health, wealth and/or relationships which includes reasoning and supporting evidence (4/6/8) *

- D. Pronunciation** I can identify and correctly pronounce words that can be pronounced in 2 ways (15)

Week 3: (Pages 20-27)

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	ways of moving, research language
Grammar	participle clauses, determiners articles
Speaking	on a topic for 1 minute, speak about adventures they have had
Writing	note taking
Reading	an article about a TV programme, an extract from a website, an article about aging
Listening	to a documentary, to a podcast
Pronunciation	consonant clusters with s, verb/noun word stress, stressed and unstressed articles
Link to TIE exam	Speaking Part 1 – students discuss their past experiences. Writing Part 2 – note taking skills before writing
Cultural Component	Irish character and relationships

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

I can...

- A. Speaking** I can have a conversation about a challenge in life or a challenging adventure and employ strategies for restarting after an interruption (9/10/13/14/15) *
- B. Vocabulary** I can select and apply a variety of verbs recognizing the subtle differences for ways of moving (2/6/9) *
- C. Reading** I can evaluate information in an article, website (2)
- D. Writing** I can write notes to prepare for a longer writing task (4/6/8)

Week 4: (Pages 28 - 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;

Vocabulary	vocabulary: idioms from Shakespeare
Grammar	word order
Speaking	speculating on true or false facts
Writing	A review
Reading	a scene from Shakespeare's Macbeth, a report
Listening	to an interview with a playwright
Pronunciation	reading aloud
Link to TIE exam	Writing Part 2

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

I can...

- A. Speaking** I can discuss statements and say whether I agree or disagree with them (5/10/11/13/14/15/16) *
- B. Listening** I can comprehend the main points of a variety of people talking about different situations and apply the appropriate summary to the situation they describe (1/7) *
- C. Reading** I can recognise and comprehend a report about aging (2)
- D. Writing** I can write a review of a play or film which considers a range of different viewpoints alongside giving my personal reaction (4/8/14)

Week 5: (Pages 36-45)

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;

Vocabulary	binomials, acronyms and initialisms
Grammar	cause and effect, aspect – perfect and continuous tenses
Speaking	making conversation
Writing	an article
Reading	a newspaper article, an extract from a book about meetings
Listening	to a lecture
Pronunciation	binomials
Link to TIE exam	Speaking Part 3/Writing Part 1 – students either speak or write about the book they have read Writing Part 2 – students write an article
Cultural Component	Irish myths and legends

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

I can...

- A. Speaking** I can make conversation about complex topics employing the sub skills of reacting appropriately to what other say and asking good follow-up questions (3/7/9/10/11/12/13/14/15)
- B. Listening** I can take effective notes while listening to a lecture (1/4)
- C. Reading** I can read and comprehend the main points of different sections of an article about gender roles in childcare (1/7) *
- D. Writing** I can write an article employing the appropriate structural and language features in the context of societal issues (4/8) *

<u>Week 6: (Pages 46-52)</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	more sophisticated emotions, individuals and populations
Grammar	prepositions and sentence patterns, advanced structures for comparing and contrasting
Speaking	about feeling stressed
Writing	
Reading	an article
Listening	to a talk about emotions, to a conversation about nationality
Pronunciation	stresses in multi syllable adjectives, contrastive stress
Link to TIE exam	Speaking Part 1 – students speak about personal experiences when they were stressed

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

I can...

- A. Speaking** I can express my emotions about being stressed (3/13/14)
- B. Listening** I can recognise words and phrases used metaphorically in a talk about negative emotions (1/7/16)

Week 7: (Pages 53-59)

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;

Vocabulary	common adverb collocations, verbs for making things
Grammar	position of adverbs
Speaking	about confidence in doing tasks
Reading	an article, extract from an audio book
Listening	to an audiobook
Pronunciation	sentence intonation with adverbs
Link to TIE exam	Speaking Part 1 – students talk about fashion, Speaking Part 3 – students read and respond to an article, Speaking Part 4 – students complete a decision-making task related to fashion
Cultural Component	Irish slang and Irish language

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

I can...

- A. Speaking** I can discuss with others how I feel about the impact of technology on our past, present, and future lives (3/5/7/9/10/11/12/13/14/15) *
- B. Listening** I can follow and understand a complex presentation about solving global environment problems (1/7/16) *
- C. Reading** I can understand detail in a variety of synopses of psychology and self-help books. (2/7)
- D. Pronunciation** I can recognise and employ appropriate sentence intonation with adverbs (7/15)

Week 8: (Pages 60-67)

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	numbers and measurements, punishment
Grammar	singular and plural agreement,
Speaking	debating
Writing	describing data, a report
Reading	an extract from a book
Listening	to people speaking about maths, a presentation
Pronunciation	stress and intonation in long numbers, understand an accent
Link to TIE exam	Speaking Part 2 – students debate a topic to find agreement. Writing Part 2 – students write a report

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

I can...

- A. Listening** I can understand complex recordings related to mathematics and describing data (1/7)
- B. Language** I can recognise and use literal and idiomatic language related to numbers and measurements *(1/4)
- C. Reading** I can apply appropriate receptive strategies to understand a complex text which highlights the significance of mathematics in nature (2/7) *
- D. Writing** I can write a report describing data applying appropriate discourse markers to highlight inclusions and exceptions (4/6/8)

Week 9: (Pages 68-71)

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;

Vocabulary	vocabulary: connotation
Grammar	complex passive forms
Speaking	talk about things you like to do alone or with others
Writing	
Reading	an article
Listening	
Pronunciation	linking
Link to TIE exam	Speaking Part 1 – students discuss free time activities and things they like to do alone or with others
Cultural Component	Irish film

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

I can...

- A. Speaking** I can express preferences about the activities I like to do alone or with other people (3/8/9/13/14)
- B. Listening** I can understand specific detail in a radio interview with a specialist psychologist talking about friendship (1/7) *
- C. Writing** I can appropriately apply facts and statistics in an article on loneliness in young people, or about rehabilitation in prisons (4/6/8) *
- D. Pronunciation** I can tune in to and follow speech in which speakers use different regional accents (3/7/15)

Week 10: (Pages 72-75)

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 used in contextual phrases
Grammar	special uses of tenses (present tenses, past tenses, reported speech)
Speaking	
Writing	
Reading	an article
Listening	to a podcast on holidays
Pronunciation	linking sounds
Link to TIE exam	Writing Part 2 – students write an article

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

I can...

- A. Speaking** I can discuss comments and statements which have been posted online about friends and friendship *(3/5/7/9/10/11/12/13/14/15)

- B. Reading** I can understand an article about a Norwegian prison (2/7)

- C. Language** I can select and employ the appropriate present and past tenses for special uses and reported speech *(4)

- D. Listening** I can clearly understand a podcast which contains idiomatic expressions and colloquialisms about going on holiday with friends (1/7)

Week 11: (Pages 76 - 81)

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	vocabulary: eating and drinking, ways of seeing
Grammar	expressing conditionality, adjective order
Speaking	about memories of food, ways of seeing things in art
Writing	a formal email, give a presentation about a man-made object
Reading	an article
Listening	to an interview, an audio guide
Pronunciation	vowel sounds and spelling, stress and intonation
Link to TIE exam	Speaking Part 1 – students talk about food, Speaking Part 2 – students prepare and deliver a short presentation, Writing Part 2 – students write an email
Cultural Component	Irish food and food culture

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

I can...

- Speaking** I can contribute to a conversation flowing smoothly by appropriately linking what I say to what was said before in the context of food memories (5/9/10/11//14/15)
- Vocabulary** I can recognise and apply an extensive range of idiomatic expressions and colloquialisms related to eating and drinking (1, 4) *
- Reading** I can read and understand an article about superpowers in detail and recognise grammatical and lexical clues to anticipate what will come next (2/7) *
- Writing** I can employ the appropriate structure, register, and conventions when writing a formal email (4/6/8/13/14)

Week 12: (Pages 82-85)

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;

Vocabulary	vocabulary in context
Grammar	Adjective order
Speaking	A presentation on a man-made object. Discuss contents of a short story
Writing	A short text describing an object
Reading	Read a short story
Listening	To a BBC Radio show exploring world history through objects
Pronunciation	
Link to TIE exam	TIE Speaking part 1 - Speaking about a personal event. Speaking part 3- Speaking about a book

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

I can...

Speaking

I can prepare and give a short engaging presentation (3/5/9/13/14/15)

Pronunciation

I can employ appropriate stress and intonation patterns to maintain the interest of a listener when telling a story or giving a presentation (15)