

ADVANCED LEVEL C1

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	<p>Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended discourse even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>
2	Reading Comprehension	<p>Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections.</p> <p>Can 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.</p>
3	Oral Production	<p>Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>

4	Written Production	Can produce clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Can 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 a good 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 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).
9	Communicative Language Strategies - Production Compensating	Can exploit their range of vocabulary options creatively so as to readily and effectively use circumlocution in almost all situations.
10	Communicative Language Strategies - Interaction Turn Taking	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 skilfully 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 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 recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially 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 use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. Can adjust their level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate, and maintain a consistent register. Can 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.

File Advanced Student's Book (Fourth edition)

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

Publisher: Oxford University Press

Week	Unit	Pages	Tests
Week 1	1A, 1B	Pgs 6 – 13* ¹	Weekly Test 1
Week 2	1B(contd.), 1CE, 2A	Pgs 13 – 19	Weekly Test 2
Week 3	2B, 2R&C, 3A	Pgs 20 – 27	Weekly Test 3
Week 4	3A(contd.), 3B, 3CE	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.), 5CE, 6A	Pgs 53 - 59	Weekly Test 7
Week 8	6B, 6R&C, 7A	Pgs 60 – 67	Weekly Test 8
Week 9	7A(contd.), 7B, 7CE	Pgs 68 – 75	Weekly Test 9
Week 10	8A, 8B, 8R&C	Pgs 76 – 85	Weekly Test 10
Week 11	9A, 9B, 9CE	Pgs 86 – 95	Weekly Test 11
Week 12	10A, 10B, 10R&C	Pgs 96 - 105	End of Course Test

*¹ Including Writing a Job Description on pg 13 (+116)

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 - 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;

Vocabulary	personality, work
Grammar	have – lexical and grammatical uses
Speaking	family photos and family relationships, half agree and politely disagree
Writing	a job application
Reading	a short article about work life, people revealing true feelings about work
Listening	an audio guide from an exhibition with specific content
Pronunciation	using a dictionary, the rhythm of English
Link to TIE exam	Speaking Part 1 – students use language to give basic information about themselves, family jobs etc.
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 daytrips to Irish tourist attractions, holidays in Ireland, socialising, 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:** I can half agree and politely disagree when sharing opinions about family and family relationships with people I do not know. (5,9,10,11,14,15,16)
- B. **Listening:** I can follow an extended conversation in which different people describe the characteristics of their relatives or friends and identify which person each characteristic refers to (1,7) *
- C. **Vocabulary:** can select and employ appropriate vocabulary relating to the world of work (2,14,16) *
- D. **Reading:** I can recognise contextual, grammatical and lexical cues to understand detail in a newspaper article (2,7)

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	Abstract nouns
Grammar	Discourse markers, linkers, the past habitual habits and specific incidents
Speaking	Asking/talking about things you do habitually, discussing feelings
Writing	An article
Reading	Understanding an autobiography
Listening	Listening to an autobiographical radio interview
Pronunciation	Word building, abstract nouns, stresses with suffixes
Link to TIE exam	Speaking Part 1 – students continue to use and consolidate language to discuss their past habits, etc. Writing examination – write an article.

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

I can...

- | | |
|------------------|---|
| Reading | A. I can employ strategies to understand specific detail in a short autobiographical text (2) |
| Listening | B. I can understand information in a radio programme (1) |
| Language | C. I can distinguish between, and apply the appropriate discourse markers for expressing result, reason, purpose, or contrast* (15) |
| Writing | D. I can write an article describing how learning a language or reading literature has influenced my life (4/8/14/16) * |

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	collocations, phrasal verbs
Grammar	pronouns, verb get
Speaking	pair work questionnaire using the verb get
Reading	an article on words changing meaning, an article about a dating app
Listening	understanding accents, four ways to meet a new partner
Pronunciation	sound spelling relationships, identifying attitudes
Link to TIE exam	Speaking Part 1 – students produce a personal profile talking about likes and dislikes
Cultural Component	Irish physical characteristics

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

I can...

- Listening** A. I can understand in detail interviews about accents and where people are from (1/14)
- Grammar** B. I can recognise generic, reflexive and reciprocal pronouns and understand where to use them (14)
- Reading** C. I can use language clues and context to identify where given sentences fit in the text based in an article about how memory functions (2) *
- Speaking** D. I can ask and answer questions about what makes relationships work and evaluate some of the different ways people meet to start relationships (3 /13/ 14 /15/ 16)*

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	conflict and warfare, collocations
Grammar	discourse markers, adverbs and adverbial phrases
Speaking	discussing fact and fiction from history
Writing	a paragraph about a scene in a film
Reading	an article describing memorable moments from historical films
Listening	to an interview with a screenplay write about historical inaccuracies in historical films
Pronunciation	stresses in word families
Link to TIE exam	Speaking Part 2 – students have the opportunity to give a short presentation about their favourite films. Writing examination – write an article

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

I can...

- Speaking** A. I can talk about a film series I really enjoyed (3/8/13 /14/15)
- Writing** B. I can write an article about a scene from a film (6/8)
- Vocabulary** C. I can identify and apply appropriate usages of idioms and expressions
with "get" in different contexts (2 / 14 / 16) *
- Listening** D. I can listen to a scientist discussing what makes people like each other and
identify the reasons he gives (1) *

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	describing books and films, sounds and human voice
Grammar	adding emphasis, inversion, speculation and deduction
Speaking	Discussing silence, sounds and silent activities
Writing	a book review
Reading	summary text from back cover of a book, a text about silent activities
Listening	for specific information about the work of a translator
Pronunciation	foreign words, consonant clusters
Link to TIE exam	Speaking Part 3 (Or Writing) – students discuss a book they have read
Cultural Component	Modern Irish music

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

I can...

- Speaking** A. I can effortlessly express opinions about different rules in different countries (3/5/7/9/13/14/15)
- Listening** B. I can listen for specific information in an interview and relate the content to my own life (1)
- Reading** C. I can read a text about literary translation and identify the views of the writer (2) *
- Writing** D. I can write a review of a film, TV series or book and express a reasonably sophisticated opinion (4/8/14/16) *

Week 6: (Pages 46 - 52)

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	expressions with time, money
Grammar	distancing, unreal uses of past tenses
Speaking	about when you are busy, about time and you, about encouraging small businesses
Writing	
Reading	about being busy, about capitalism
Listening	a story about business successes
Pronunciation	linking in short phrases, silent consonants
Link to TIE exam	Speaking Part 1 – students can give information about money and life costs

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

I can...

Speaking A. I can discuss how to be successful in business (3/8/9/11/14/15)

Listening B. I can listen for specific information about business success (1)

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	compound adjectives
Grammar	verb + object + infinitive or gerund
Speaking	about a specific topic and give a presentation
Writing	a proposal
Reading	an online forum about giving advice
Listening	to a presentation on why small pleasures are important
Pronunciation	compound adjectives secondary stress
Link to TIE exam	Speaking Part 1 – students can talk about personal relationships. Writing examination – Paragraph writing as part of an article
Cultural Component	Irish language and Irish slang

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

I can...

- Speaking** A. I can speak about a topic and give a presentation (3/8/9/13/14/15)
- Reading** B. I can understand online forum content (2)
- Listening** C. I can listen to different people discussing how they seek advice and match the speaker to the source of advice they use (1) *
- Pronunciation** D. I can identify the stressed syllable in compound adjectives (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	Phones and technology, adjectives and preposition, word formation: prefixes
Grammar	conditional sentences language of permission, obligation and necessity
Speaking	about rules and regulations
Writing	A discursive essay: a balanced argument
Reading	time spent on your phone, articles about safety
Listening	to short clips from TV programme QI
Pronunciation	<i>P /ae/ and /^/</i> , intonation and linking in exclamations
Link to TIE exam	Speaking Part 3 - students can express obligation, necessity etc. relating to the problem-solving task. Writing examination – write an essay

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

I can...

- Reading** A. I can understand short articles (2)
- Listening** B. I can understand clips from a TV programme (1)
- Writing** C. I can write a discursive essay arguing a position on an abstract topic using an appropriate structure (4/8/14/16) *
- Grammar** D. I can identify correct usage of first, second, third and mixed conditionals in various contexts, including when “if” is substituted (14) *

Week 9: (Pages 68 - 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	Art, colour idioms
Grammar	Permission, obligation and necessity, perception and sensation
Speaking	about the topic of art
Reading	Extracts from book covers, an article about a reality TV art programme
Listening	to a documentary about works of art
Pronunciation	words ending with -ure
Link to TIE exam	Speaking Part 2 – students have the opportunity to prepare and deliver a short presentation on art from their country
Cultural Component	Irish legends and literature -= Highlighting Irish artists? Francis Bacon?

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

I can...

- Listening** A. I can follow a documentary about art (Listening and or viewing) (1)
- Reading** B. I can understand in detail a lengthy article about a TV programme (topic Art) (1)
- Pronunciation** C. I can differentiate between the different ways “ure” is pronounced (15) *
- Speaking** D. I can evaluate the merits of various rules and regulations and argue a position on the topic (3/8/11/12/13/14/15) *

Week 10: (Pages 76-85)

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	Health and medicine, similes for comparisons, travel and tourism
Grammar	gerunds and infinitives, expressing future plans and arrangements
Speaking	about places you have been
Writing	A discursive essay: taking sides
Reading	an article about medicine, an article about tourist attractions
Listening	to a story about a terrible journey, to a radio interview about health
Pronunciation	homophones,
Link to TIE exam	students can give a presentation on healthy lifestyles. Writing examination – write an essay

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

I can...

- Writing** A. I can organise and write a discursive essay expressing an opinion (4/8)
- Listening** B. I can understand a short radio interview (1)
- Reading** C. I can read a text about detox products and advertising and identify the views of the writer (2) *
- Speaking** D. I can give my opinions on places in the world I'd like to visit and discuss the negative effects of tourism (3/8/9/13/14/15) *

Week 11: (Pages 86 - 95)

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	about animals, preparing food
Grammar	ellipsis, nouns compound and possessive forms
Speaking	about tips for eating out
Writing	a formal email
Reading	an article about animals, an article about a food lab
Listening	an extract from a book about tips for eating out
Pronunciation	words with silent syllables
Link to TIE exam	Speaking Part 2 – students have the opportunity to give a presentation about food from their home country – Writing Examination – write an email
Cultural Component	Irish agriculture and food

I can...

Reading

A. I can understand articles about animals and food (2)

Pronunciation

B. I can identify silent syllables in words and pronounce the words correctly (15)

Listening

C. I can listen to a presentation on the sociology of veganism and identify information given on the topic (2) *

Speaking

D. I can ask and answer questions relating to cooking and eating out (3/8/9/11/13/14) *

Week 12: (Pages 96 - 105)

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 adjectives, nouns, and verbs, words that are often confused
Grammar	relative clauses, adding emphasis – cleft sentences
Speaking	about sports
Writing	
Reading	an article about exercises, an article about a man taking a walk to Poland
Listening	to sports commentaries
Pronunciation	homographs, intonation in cleft sentences
Link to TIE exam	Speaking Part 1 – students have the opportunity to speak about how they relax and exercise

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

I can...

Speaking A. I can speak about sports (3/8/9/13/14/16)

Listening B. I can understand sports commentaries (1)

