

English File B1 Syllabus (Empower B1 Syllabus below)

LEVEL: B1

(Including TIE preparation and Cultural Components)

B1 CEFR Descriptors		
<i>To achieve a B1 level of English a student should be able to do the following...</i>		
Understanding	Listening	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	Can understand texts that consist mainly of high frequency every day or job-related language. Can understand the description of events, feelings and wishes in personal letters.
Speaking	Spoken Interaction	Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	Can connect phrases in a simple way in order to describe experiences and events, your dreams, hopes and ambitions. Can briefly give reasons and explanations for opinions and plans. Can narrate a story or relate the plot of a book or film and describe your reactions.
Writing	Writing	Can write simple connected text on topics which are familiar or of personal interest. Can write personal letters describing experiences and impressions.

- The level descriptors as described above are met through achieving the course **MIPLOs** (Minimum Intended Programme Learning Outcomes) which act as overall course objectives. 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 level descriptors 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 straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.</p> <p>can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.</p>
2	Reading Comprehension	can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension
3	Oral Production	can reasonably 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.

4	Written Production	can produce straightforward 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.
5	Oral Interaction	<p>can communicate with some 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 simple language to deal with most situations likely to arise while travelling. 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 reasonable precision.</p> <p>can compose personal letters and notes asking for or conveying simple 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 basic 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 probable 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 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 a simple 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 Mediation	<p>can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided they can check the meaning of certain expressions.</p> <p>can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience as well as their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although lexical limitations cause difficulty with formulation at times.</p>
11	Communicative Language Competences -	<p>can express themselves with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", they are able to keep going effectively without help.</p>

	Pragmatic Competence Fluency	can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
12	Communicative Language Strategies - Interaction Asking for clarification	can ask for further details and clarifications from other group members in order to move a discussion forward. can ask someone to clarify or elaborate what they have just said.
13	Communicative Language Strategies - Interaction Monitoring and Repair	can correct mix-ups with the marking of time or expressions that lead to misunderstandings, provided the interlocutor indicates there is a problem. can ask for confirmation that a form used is correct. can start again using a different tactic when communication breaks down.
14	Linguistic Competence General Linguistic Range	has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and film. has enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times.
15	Linguistic Competence Phonological Control	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.

16	Sociolinguistic Competence	<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>
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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 Student’s Book Fourth Edition

Author: Latham Koenig, C., Oxenden, C., Chomacki, K. Cambridge 2018

Publisher: Oxford University Press

Week	Units	Unit Sections	Pages	Tests
Week 1	Unit 1	1A, 1B, 1PE	Pgs 6 – 15	Week 1 Test
Week 2	Unit 2	2A, 2B, 2R&C	Pgs 16 – 25	Week 2 Test
Week 3	Unit 3	3A, 3B, 3PE	Pgs 26 – 35	Week 3 Test
Week 4	Unit 4	4A, 4B,	Pgs 36 -43	Week 4 Test
Week 5	Unit 4 & 5	4R&C, 5A	Pgs 44-49	Week 5 Test
Week 6	Unit 5	5B, 5PE	Pgs 50-55	Mid-Course Test
Week 7	Unit 6	6A, 6B, 6R&C	Pgs 56 - 65	Week 7 Test
Week 8	Unit 7	7A, 7B, 7PE	Pgs 66 – 75	Week 8 Test
Week 9	Unit 8	8A, 8B	Pgs 76 – 83	Week 9 Test
Week 10	Unit 8 & 9	8R&C, 9A, 9B	Pgs 84-93	Week 10 Test
Week 11	Unit 9 & 10	9PE, 10A,	Pgs 94-99	Week 11 Test
Week 12	Unit 10	10B, 10R&C	Pgs 100 - 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 MIPLOs.
- 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 6-15)</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	common adjectives, adverbs
Grammar	question forms, present simple & present continuous
Speaking	ask and answer personal questions, talk about how you communicate, greet people and end conversations
Reading	an article about small talk, an article about the <i>fast and the furious</i> , three personal emails
Listening	three conversations at a party, four monologues about technology and communication, meeting an old friend, conversation: keeping in touch
Writing	personal questions, sentences about communicating, a personal email, correcting mistakes
Pronunciation	Syllables and word stress, sentence stress, long and short vowels
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...

[1] **A. (Reading):** listen to someone giving me a piece of news and respond appropriately.

[2] **B. (Writing):** write a personal email.

[3] **C. (Vocabulary):** recognise vocabulary and main points when following conversations.

[4] **D. (Grammar/Speaking):** speak about my interests and everyday situations using the present simple and present continuous.

Week 2: (Pages 16-25)

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	family; adjectives of personality; money
Grammar	future forms: present continuous, be going to, will/won't; present perfect and past simple
Speaking	meeting the parents, reacting to good news, bad news, surprising news, and interesting news.
Reading	an article on the topic of birth order and influences on personality; money-saving article
Listening	a conversation between siblings talking about a time when they or one of their siblings behaved badly.
Pronunciation	<i>o</i> and <i>or</i>
Writing	creating a self-portrait poem; write an email describing a friend

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

I can...

[5] B. (Vocabulary): use key terms related to shopping and money.

[6] C. (Reading): read a piece of text and identify whether certain information is mentioned or not.

[7]. D. (Speaking): ask and answer “*Have you ever...?*” questions.

Week 3: (Pages 26-35)

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	strong adjectives; transport
Grammar	present perfect + for/since; present perfect continuous; comparatives and superlatives
Speaking	questions about life experiences; role plays as a tourist
Reading	an article about charity challenges; an article about using different forms of transport
Listening	people describing working in a charity programme; celebrities racing across London using different forms of transport
Pronunciation	sentence stress; /ʃ /, /dʒ/, /tʃ/
Writing	an informal email to say thank you
Cultural Component	Irish Physical Characteristics

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

I can...

[8] A. **(Writing)**: write an article for a website.

[9] A. **(Speaking)**: state whether I agree or disagree with a given topic and support my answer with reasoning.

[10] B. **(Pronunciation)**: identify and pronounce words which start with a /dʒ/ sound.

[11] C. **(Grammar)**: differentiate between the usage of comparative and superlative adjectives.

[12] D. **(Pronunciation)**: link relevant sounds together when reading sentences aloud.

Week 4: (Pages 36-43)

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	transport; collocations: verbs/adjectives + prepositions
Grammar	choosing between comparatives and superlatives; articles: a/an, the no article
Speaking	stereotypes; giving opinions
Reading	article about differences between men and women; transport
Listening	a programme about children and stereotypes
Pronunciation	/ə/, two pronunciations of <i>the</i>
Writing	an article for a website based on transport in your town or city

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

I can...

[13] **A. (Grammar):** use modal verbs “*have to*” and “*must*” to express obligation.

[14] **B. (Vocabulary):** describe how people are feeling, using ed/ing adjectives where appropriate.

[15] **C. (Reading):** evaluate options given in a questionnaire before selecting options which reflect your personal opinion.

[16] **D. (Functional language/Vocabulary):** hold a conversation on the phone in English using appropriate phrases.

Week 5: (Pages 44-49)

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	phone language, -ed/-ing adjectives
Grammar	obligation and prohibition: <i>have to, must, should</i> ; ability and possibility: <i>can, could, be able to</i>
Speaking	talking about annoying things people do with phones, talking about different skills
Reading	short story about bad manners in public arenas, article on <i>Guide to Modern Manners</i>
Listening	a conversation about people learning new skills
Pronunciation	sentence stress
Cultural Component	Modern Irish music

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

I can...

[17] **A. (Listening):** make a prediction in relation to a listening comprehension and assess whether the prediction was accurate after having listened to it.

[18] **B. (Grammar):** use the past continuous to talk about something which was in progress at a specific time in the past.

[19] **C. (Vocabulary):** identify key vocabulary related to sports.

[20] **D. (Speaking):** construct a short anecdote relating to my life or of someone I know.

Week 6: (Pages 50-55)

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	sport; relationships
Grammar	past tenses: simple, continuous, perfect; past and present habits and states
Speaking	discussing preferences for sport, telling stories and anecdotes
Reading	an article about superstitions in sport; taking surveys
Listening	a conversation about friendships, the job of a referee in a football match
Pronunciation	/ɜ:/, /ɔ:/, /s/, /z/, /ʒ/, /ʃ/

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

I can...

[21] A. (Pronunciation): use linking sounds to pronounce “Used to” and “didn’t use to”.

[22] B. (Listening): listen for key information while listening to a radio programme.

<u>Week 7: (Pages 56-65)</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	relationships; cinema
Grammar	past and present habits and states; passive (all tenses)
Speaking	talking about movies; using different expressions for permission and requests; presenting opinions about different topics
Reading	relationships #thewaywemet; movie extras and life on a movie set
Listening	conversations about friendships and relationships; identifying expressions for making requests and/or asking for permission; listening to a review of a movie
Pronunciation	regular and irregular past participles; /s/, /z/, /ʃ/, /ʒ/
Writing	a film review
Cultural Component	English spoken in Ireland

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

I can...

[23] **A. (Vocabulary):** describe somebody's appearance or clothing.

[24] **B. (Pronunciation):** differentiate between different "-ed" ending sounds.

[25] **C. (Grammar):** use the passive voice to focus on the object of the verb.

[26] **D. (Writing):** write a review.

Week 8: (Pages 66-75)

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	the body; education
Grammar	modals of deduction; might, can't must; first conditional and future time clauses + when, until, etc.
Speaking	making deductions based on people's pictures, agreeing or disagreeing with a selection of sentences based on education
Reading	an article about profile pictures
Listening	listening to an interview between 2 people talking about charisma, listening to a formal BBC programme on education systems in China and Britain
Pronunciation	/u:/, /ʊ/, /ʌ/

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

I can...

[27] A. (Grammar): use the first conditional to talk about possible/probable future situations and their consequences.

[29] C. (Functional language): make a suggestion to someone

[30] D. (Vocabulary): identify key vocabulary related to education.

Week 9: (Pages 76-83)

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	education; houses
Grammar	first conditional and future time clauses + when, until, etc.; second conditional, choosing between conditionals
Speaking	discussing the importance of university; dream house
Reading	an article about living with your parents
Listening	an audio guide to a London museum
Pronunciation	the letter c
Writing	an email/letter to apply for a job
Cultural Component	Irish literature

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

I can...

[30] B. (Writing): write a cover email to apply for a job.

[31] A. (Speaking): make a complaint and return an item to a shop.

[32] B.(Grammar): use reported speech to report what someone has said.

[33] C. (Vocabulary): construct sentences using vocabulary related to work.

[34] D. (Vocabulary): construct nouns from their verb forms.

Week 10: (Pages 84-93)

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;

Vocabulary	Work, shopping, making nouns from verbs
Grammar	choosing between gerunds and infinitives; reported speech: sentences and questions
Speaking	matching your personality to a job; using language to present a product
Reading	a magazine article on the topic of customer service; an article about the TV programme Dragons' Den
Listening	an informal conversation about 2 entrepreneurs and their sales pitch; having difficulties with luggage while travelling
Pronunciation	consonant sounds, /u:/, /ʊ/, /eə/, /eɪ/, /k/, /s/, /ʃ/, /n/
Writing	an article – advantages and disadvantages

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

I can...

[35] **A. (Grammar):** use quantifiers to express information about quantity of various nouns.

[36] **B. (Speaking):** discuss my habits in relation to using technological devices.

[37] **C. (Pronunciation):** use appropriate rhythm and stress when reading sentences aloud.

[38] **D. (Reading):** evaluate the content of a paragraph and link it to the appropriate topic sentence.

Week 11: (Pages 94-99)

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	making adjectives and adverbs; electronic devices
Grammar	third conditional; quantifiers
Speaking	talking about being lucky; discussing questions related to technology and digital detoxes
Reading	an article on Luck while Travelling; an article on Digital Life
Listening	radio programme about digital detoxes; an interview with a passenger on a train
Pronunciation	sentence rhythm, weak pronunciations of have; linking, the ough and augh sound
Cultural Component	Irish history on film

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

I can...

[39] **A. (Grammar):** use defining relative clauses to give key information about people, places and things.

[40] **B. (Vocabulary):** combine two nouns together to form compound nouns.

[41] **C. (Functional language/Speaking):** use learned phrases to be more polite in relevant situations.

[42] **D. (Speaking/Writing):** plan for a speaking task by making notes before speaking.

Week 12: (Pages 99-105)

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	compound nouns; crime
Grammar	relative clauses: defining and non-defining; question tags
Speaking	speaking about famous or successful people; talking about past books students have read
Reading	a survey on heroes and famous people from history; an article on crime novels
Listening	conversation about famous British designs; an interview about famous crime
Writing	writing a biography of an interesting or successful person

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

I can...

[43] A. (Pronunciation): use appropriate intonation when asking questions.

[44] B. (Listening): make relevant notes while listening to an interview.

Empower B1 Syllabus

LEVEL: B1

(Including Cultural Components)

B1 CEFR Descriptors		
<i>To achieve a B1 level of English a student should be able to do the following...</i>		
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	Spoken Production	Can connect phrases in a simple way in order to describe experiences and events, your dreams, hopes and ambitions. Can briefly give reasons and explanations for opinions and plans. Can narrate a story or relate the plot of a book or film and describe your reactions.
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MIPLOs

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		Can compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important.
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		informational texts on subjects that are familiar or of personal or current interest, although lexical limitations cause difficulty with formulation at times.
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Empower B1 Student’s Book Second Edition

Author: Doff A., Thaine C., Puchta H., Stranks J., Lewis-Jones P.

Publisher: Cambridge University Press

Week	Units	Unit Sections	Pages	Tests
Week 1	Unit 1	1A, 1B, 1C, 1D	Pgs 7 - 16	Week 1 Test
Week 2	Unit 2	2A, 2B, 2C, 2D	Pgs 17 - 26	Week 2 Test
Week 3	Unit 3	3A, 3B, 3C, 3D	Pgs 27 - 37	Week 3 Test
Week 4	Unit 4	4A, 4B, 4C, 4D	Pgs 38 - 46	Week 4 Test
Week 5	Unit 5	5A, 5B, 5C, 5D	Pgs 47 - 56	Week 5 Test
Week 6	Unit 6	6A, 6B, 6C, 6D	Pgs 57 - 66	Mid-Course Test
Week 7	Unit 7	7A, 7B, 7C, 7D	Pgs 67 - 76	Week 7 Test
Week 8	Unit 8	8A, 8B, 8C, 8D	Pgs 77 - 86	Week 8 Test
Week 9	Unit 9	9A, 9B, 9C, 9D	Pgs 87 - 96	Week 9 Test
Week 10	Unit 10	10A, 10B, 10C, 10D	Pgs 97 - 106	Week 10 Test
Week 11	Unit 11	11A, 11B, 11C, 11D	Pgs 107 - 116	Week 11 Test

Week 12	Unit 12	12A, 12B, 12C, 12D	Pgs 117 - 126	End of Course Test
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- Teachers should use the appropriate corresponding Grammar Bank, Vocabulary Bank, Sound Bank, Communication tasks, Writing, and Listening Transcripts.
- 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.

Week 1: (Pages 7-16)	
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 adjectives, adverbs
Grammar	question forms, present simple & present continuous
Speaking	getting to know each other, ways of communicating, meeting people and ending conversations; showing interest, keeping in touch
Reading	article: <i>small talk</i> , article: <i>the fast and the furious</i> , three personal emails
Listening	three conversations at a party, four monologues about technology and communication, meeting an old friend, conversation: keeping in touch
Writing	personal questions, sentences about communicating, personal email, correcting mistakes
Pronunciation	syllables and word stress, sentence stress, long and short vowels
Functional language	greeting people, ending conversations
Link to TIE exam	
Cultural Component	

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

I can (to a B1 standard) ...

[1] A. (Reading): listen to someone giving me a piece of news and respond appropriately.

[2] B. (Writing): write a personal email.

[3] C. (Vocabulary): recognise vocabulary and main points when following conversations.

[4] D. (Grammar/Speaking): speak about my interests and everyday situations using the present simple and present continuous.

Week 2: (Pages 17-26)	
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	tourism, travel collocations
Grammar	past simple, past continuous
Speaking	types of holiday; a holiday you enjoyed, retelling a news story; travel problems, asking for information in a public place; asking for more information, making travel plans
Reading	diary article: <i>yes man changed my life</i> , two news stories about travel problems, travel blog
Listening	audio diary: <i>yes man changed my life</i> , monologue: a bad flight, at the train station, conversation: travelling to australia
Pronunciation	-ed endings, sentence stress, vowel sounds, connected speech
Writing	travel blog, linking words
Functional language	asking for information in a public place
Link to TIE exam	

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

I can (to a B1 standard)...

[8] A. (Speaking): Ask and answer “*Have you ever...?*” questions

[12] B. (Pronunciation): Link relevant sounds together when reading sentences aloud.

[18] C. (Grammar): Use the past continuous to talk about something which was in progress at a specific time in the past.

[24] D. (Pronunciation): Differentiate between different “-ed” ending sounds.

Week 3: (Pages 27-36)	
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	money and shopping, <i>make/do/give</i> collocations
Grammar	present perfect or past simple, present perfect with <i>already</i> and <i>yet</i>
Speaking	money and shopping experiences, living with less, talking to people in shops; changing your mind, charities
Reading	Questionnaire: <i>Sales season – can you say no?</i> , article: <i>get happy – give your money away</i> , email: <i>update on raising money for charity</i>
Listening	radio report: <i>stories from a sales day</i> , radio programme: <i>ways of life</i> , shopping for a present, four monologues: supporting charity.
Pronunciation	sound and spelling: /dʒ/ and /j/, sentence stress
Writing	notes about living with less, update email, paragraphing
Functional language	talking to people in shops; paying at the till
Link to TIE exam	
Cultural Component	

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

I can (to a B1 standard)...

[22] A. (Listening): listen for key information while listening to a radio programme

[15] B. (Reading): evaluate options given in a questionnaire before selecting options which reflect your personal opinion.

[10] C. (Pronunciation): identify and pronounce words which start with a /dʒ/ sound.

[6] D. (Vocabulary): use key terms related to shopping and money

Week 4: (Pages 37-46)	
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	clothes and appearance, adjectives: places
Grammar	present continuous and be going to, will/won't/would/shall
Speaking	future plans: preparations for special occasions, Tokyo highlights: planning a day out in the city, making plans, making time to think
Reading	article: <i>life in numbers</i> , two emails: invitations
Listening	interview: may ball, audio blog: Indian wedding, conversation: Mike and Harry in Tokyo, planning to meet: birthday dinner, three monologues: socialising
Pronunciation	sound and spelling: <i>going to</i> , sound and spelling: <i>want and won't</i> , sentence stress
Writing	notes on a city you know well, an invitation, writing and replying.
Functional language	making social arrangements
Link to TIE exam	

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

I can (to a B1 standard)...

[17] **A. (Listening):** Make a prediction in relation to a listening comprehension and assess whether the prediction was accurate after having listened to it.

[37] **B. (Pronunciation):** use appropriate rhythm and stress when reading sentences aloud.

[23] **C. (Vocabulary):** Describe somebody's appearance.

[42] **D. (Speaking/Writing):** Plan for a speaking task by making notes before speaking

Week 5: (Pages 47-56)	
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	work, jobs
Grammar	must/have to/can, will and might for predictions
Speaking	job qualities and requirements, finding a job; the future world of work, reassurance; offers and suggestions, summer and part-time jobs
Reading	infographic: <i>the coolest jobs</i> , article: <i>planning a safe future career</i> , email: job application
Listening	three monologues: cool jobs, three interviews: at a career fair, leaving work early, conversation: part-time jobs
Pronunciation	word stress, sound and spelling: /f/, stressed/unstressed modals: vowel sounds
Writing	workplace rules, predictions: finding a job/ world of work, job application, organising an email
Functional language	making offers and suggestions
Link to TIE exam	
Cultural Component	

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

I can (to a B1 standard)...

[28] A. (Writing): Write a cover email to apply for a job. (4, 6, 14) 32

[13] B. (Grammar): use modal verbs “have to” and “must” to express obligation (1, 7)

[33] C. (Vocabulary): construct sentences using vocabulary related to work (2, 7)*

[29] D. (Speaking): Make a suggestion to someone (3, 5, 11, 14,15) *

Week 6: (Pages 57-66)	
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	verbs with dependant prepositions, <i>-ed/-ing</i> adjective endings
Grammar	imperative: <i>should</i> , uses of <i>to+infinitive</i>
Speaking	common problems and possible solutions; advice for people who are always late, emotional experiences; stories about dramatic events, showing sympathy; asking for and giving advice, giving advice.
Reading	article: <i>how to deal with life's little problems</i> , article: <i>sharks saved my life (part 1)</i> , wiki: advice for learners of English
Listening	two interviews: <i>sharks saved my life (part 2)/skydiving accident</i> , advising a friend, three monologues: problems
Pronunciation	sound and spelling: /u:/ and /ʊ/, -ed endings, word stress, main stress
Writing	Advice for a common problem, notes about a dramatic event, message giving advice, linking: ordering ideas and giving examples
Functional language	asking for and giving advice
Link to TIE exam	

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

I can (to a B1 standard)...

[14] A. (Vocabulary): Describe how people are feeling, using ed/ing adjectives where appropriate.

[38] B. (Reading): Evaluate the content of a paragraph and link it to the appropriate topic sentence.

Week 7: (Pages 67-76)	
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	get collocations, health collocations and health problems and treatments
Grammar	comparatives and superlatives, <i>used to</i>
Speaking	comparing yourself in the past and now; Life-changing events, changes in lifestyle and health, describing symptoms; showing concerns and relief; responding to questions, making positive changes
Reading	quotes: life changes, article: <i>health: 1970s and today</i> , blog: <i>living to change</i>
Listening	two radio monologues: <i>one minute inspiration: steven adams; selena gomez</i> , at the doctor's office, three monologues: making a change
Pronunciation	sound and spelling: <i>used to / didn't use to</i> , intonation for asking questions
Writing	vocabulary definitions, sentences about changes in health, blog: changes / achievements, linking: ordering events
Functional language	describing symptoms; showing concern and relief; doctor's questions
Link to TIE exam	
Cultural Component	

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

I can (to a B1 standard)...

[11] **A. (Grammar):** Differentiate between the usage of comparative and superlative adjectives.

[43] **B. (Pronunciation):** Use appropriate intonation when asking questions.

[21] **C. (Pronunciation):** use linking sounds to pronounce "Used to" and "didn't use to".

[20] **D. (Speaking):** construct a short anecdote relating to my life or of someone I know.

Week 8: (Pages 77-86)	
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, music and literature, sports and leisure activities
Grammar	the passive: present simple and past simple, present perfect with <i>for</i> and <i>since</i>
Speaking	art, music and literature, a famous person you admire; sports and activities, apologising; making and accepting excuses, books and reading
Reading	article: <i>six of the best, biggest, and most popular</i> , four book reviews
Listening	radio programme: <i>superfans</i> , accepting an apology, three monologues: books reviews
Pronunciation	word stress, intonation for continuing or finishing
Writing	sentences about art and music, sentences about yourself; notes about sports and activities, book review, positive and negative comments; Linking: <i>although, however</i>
Functional language	apologising; making and accepting excuses
Link to TIE exam	

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

I can (to a B1 standard)...

[30] A. (Vocabulary): identify key vocabulary related to sports

[25] C. (Grammar): use the passive voice to focus on the object of the verb

[26] D. (Writing): write a review (3, 5,8, 12, 14, 15)

[7] C. (Reading): read a piece of text and identify whether certain information is mentioned or not (4,6, 14)

Week 9: (Pages 87-96)	
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	degree subjects; education collocations, verbs followed by <i>to</i> + infinitive / verb + <i>-ing</i>
Grammar	first conditional, verb patterns
Speaking	university degrees; future possibilities, shyness; celebrity problems; actions and feelings, calling people on the phone; dealing with problems on the phone, advantages and disadvantages of online learning
Reading	article: <i>unusual degrees, the not-so-easy lives of celebrities</i> , two student profiles
Listening	five monologues: <i>study habits</i> , radio interview; <i>shyness</i> , calling people on the phone, conversation: <i>online courses</i>
Pronunciation	word groups, main stress: contrastive
Writing	real possibilities; future plans, personal profile, avoiding repetition
Functional Language	calling people you don't know; calling people you know
Link to TIE exam	
Cultural Component	

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

I can (to a B1 standard)...

[30] D. (Vocabulary): identify key vocabulary related to education (1, 2, 3, 4, 14, 15)

[27] A. (Grammar): Use the first conditional to talk about possible/probable future situations and their consequences.

(4, 6, 8, 14)

[16] D. (Functional language/Vocabulary): hold a conversation on the phone in English using appropriate phrases. (3, 5, 8, 11, 12, 14, 15)

[44] B. (Listening): Listening: make relevant notes while listening to an interview. (1, 7)

Week 10: (Pages 97-106)	
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	multi-word verbs, noun formation
Grammar	second conditional, quantifiers; too/ not enough
Speaking	dishonest behaviour; honesty quiz, when would you complain?, returning goods and making complaints; sounding polite, rude behaviour
Reading	article: <i>the biggest complainers in Europe</i> , three emails: apologies
Listening	radio news: illegal downloading, radio news: <i>complaints around the world</i> , returning goods to a shop, three monologues: rudeness
Pronunciation	sentence stress: vowel sounds, word stress, sound and spelling: verbs and nouns, sentence stress
Writing	unreal situations, an apology email, formal and informal language
Functional Language	returning goods and making complaints
Link to TIE exam	

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

I can (to a B1 standard)...

[35] A. (Grammar): Use quantifiers to express information about quantity of various nouns. (3, 5, 8, 10, 14, 15)

[41] C. (Functional language/Speaking): Use learned phrases to be more polite in relevant situations. (4, 6, 8, 14)

[31] A. (Speaking): make a complaint and return an item to a shop (1, 7)

[34] D. (Vocabulary): construct nouns from their verb forms (3, 5, 8, 10, 14, 15)

Week 11: (Pages 107-116)	
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 nouns, adverbials: luck and chance
Grammar	defining relative clauses, articles
Speaking	definitions; describing inventions, unexpected events; discoveries and inventions, asking for and giving directions in a building; checking information, useful/ important inventions
Reading	article: <i>science fiction through the years</i> , article: <i>lucky discoveries</i> , four opinion posts: important inventions
Listening	podcast: <i>from fiction to fact</i> , lost in a building, radio call-in: inventions of the future
Pronunciation	word stress: compound nouns, word stress: adverbials, sound and spelling /ɔ:/ and /ɜ:/
Writing	unexpected events, a post for a website, giving opinions; expressing results and reasons
Functional Language	asking for and giving directions in a building
Link to TIE exam	
Cultural Component	

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

I can (to a B1 standard)...

[5] A. (Writing): write an article for a website (4, 6, 8, 14)

[39] A. (Grammar): use defining relative clauses to give key information about people, places and things. (1, 7)

[40] B. (Vocabulary): Combine two nouns together to form compound nouns. (2, 7)

[36] B. (Speaking): discuss my habits in relation to using technological devices (4, 6, 8, 14)

Week 12: (Pages 117-126)	
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	animals, personality adjectives
Grammar	past perfect, reported speech
Speaking	experiences with animals; animal life-savers, memorable things people say' family personalities; sibling relationships, agreeing and disagreeing, dangerous weather
Reading	article: <i>jambo's story</i> , article: <i>brothers and sisters: the facts</i> , article: <i>houston's storm bakers</i>
Listening	radio news: <i>willie the parrot</i> , three monologues: sibling rivalry, a difference of opinion, radio report: hurricane harvey
Pronunciation	sound and spelling: /ʌ/, /ɔ:/ and /əʊ/, sentence stress: that, main stress: contrastive
Writing	animals causing problems, things people have said to you, a story, linkers: past time
Functional Language	agreeing and disagreeing
Link to TIE exam	
Cultural Component	

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

I can (to a B1 standard) ...

[9] A. (Speaking): state whether I agree or disagree with a given topic and support my answer with reasoning. (3, 5, 8, 10, 14, 15)

[32] B. (Grammar): use reported speech to report what someone has said. (2, 7)