

## ENGLISH FILE B2

### (EMPOWER B2 SYLLABUS BELOW)

#### (Including TIE preparation and Cultural Components)

| <b>B2 CEFR Descriptors</b>  |                    |   |
|---|--------------------|---|
| <i>To achieve a B2 level of English a student should be able to do the following...</i> |                    |   |
| <b>Understanding</b>  | Listening          | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.  |
|   | Reading            | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.   |
| <b>Speaking</b>   | Spoken Interaction | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.   |
|   | Spoken Production  | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.  |
| <b>Writing</b>  | Writing            | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. |

- Overall course objectives are formulated through **MIPLOs** (Minimum Intended Programme Learning Outcomes). These are learning outcomes i.e. statements of what any learner who completes the programme will be able to do and are based on the relevant CEFR (Common European Framework of Reference for Languages) level.

- These overall course objectives have been broken down into weekly **MIMLOs** (Minimum Intended Module Learning Outcomes). These are formulated as “Can do” statements, which lay out what students will be able to do by the end of each weekly module. All MIMLOs have been mapped onto the MIPLOs to ensure that there is coherence and that the overall course objectives can be achieved.

## **MIPLOs**

By the end of the course learners...

|          |                           |   |
|----------|---------------------------|---|
| <b>1</b> | <b>Oral Comprehension</b> | <p>Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</p> <p>Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation.</p> <p>Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.</p> <p>Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in the field of specialisation.</p> |
|----------|---------------------------|---|

|   |  |   |
|---|--|---|
|   |  | Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.  |
| 2 | <b>Reading Comprehension</b>                         | Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary but may experience some difficulty with low-frequency idioms.   |
| 3 | <b>Oral Production</b>                               | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.<br><br>Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.   |
| 4 | <b>Written Production</b>                            | Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.  |
| 5 | <b>Oral Interaction</b>                              | Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational and leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances.<br><br>Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments. |
| 6 | <b>Written Interaction</b>                           | Can express news and views effectively in writing and relate to those of others.  |
| 7 | <b>Communicative Language Strategies - Reception</b> | Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.  |

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|    | Identifying Cues and Inferring  |   |
| 8  | <b>Communicative Language Strategies - Production</b><br>Planning     | <p>Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate.</p> <p>Can plan what is to be said and the means to say it, considering the effect on the recipient(s).</p>  |
| 9  | <b>Communicative Language Strategies - Production</b><br>Compensating | <p>Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.</p> <p>Can address most communication problems by using circumlocution, or by avoiding difficult expressions.</p>   |
| 10 | <b>Communicative Language Strategies - Interaction</b><br>TurnTaking  | <p>Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking.</p> <p>Can initiate discourse, take their turn when appropriate and end conversation when they need to, though they may not always do this elegantly.</p> <p>Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn while formulating what they want to express.</p> |
| 11 | <b>Communicative Language Strategies - Interaction</b><br>Cooperating | <p>Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.</p> <p>Can summarise the point reached at a particular stage in a discussion and propose the next steps.</p>  |

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| 12 | <b>Communicative Language Strategies - Interaction</b><br><br>Asking for clarification | <p>Can ask follow-up questions to check that they have understood what someone intended to say, and get clarification of ambiguous points.</p> <p>Can ask for explanation or clarification to ensure they understand complex, abstract ideas.</p> <p>Can formulate follow-up questions to a member of a group to clarify an issue that is implicit or poorly articulated.</p>  |
| 13 | <b>Communicative Language Strategies - Interaction</b><br><br>Monitoring and Repair    | <p>Can often retrospectively self-correct their occasional “slips” or non-systematic errors and minor flaws in sentence structure.</p> <p>Can correct slips and errors that they become conscious of, or that have led to misunderstandings.</p> <p>Can make a note of their recurring mistakes and consciously monitor for them.</p>  |
| 14 | <b>Linguistic Competence</b><br><br><b>General Linguistic Range</b>                    | <p>Can express themselves clearly without much sign of having to restrict what they want to say.</p> <p>Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.</p>   |
| 15 | <b>Linguistic Competence</b><br><br><b>Phonological Control</b>                        | <p>Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.</p>   |
| 16 | <b>Sociolinguistic Competence</b>  | <p>Can with some effort keep up with and contribute to group discussions even when talk is fast and colloquial.</p> <p>Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify their linguistic forms of expression in order to express themselves appropriately in the situation.</p> <p>Can express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</p> |

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|  |  | <p>Can adjust their expression to make some distinction between formal and informal registers but may not always do so appropriately.</p> <p>Can sustain relationships with users of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient user.</p> <p>Can express themselves appropriately in situations and avoid crass errors of formulation.</p> |
|--|--|--|

The following coursebook is used with students at this level. Teachers have access to the Teacher's Guide, accompanying audio, and resource material. Students who purchase the book will have access to an online suite of supplementary materials which can be used as self-study materials and/or lesson preparation should they wish. These students will also have access to a self-assessment grid.

**English File Upper-Intermediate Student's Book Fourth Edition**

**Author: Latham Koenig, C., Oxenden, C., Chomacki, K. Cambridge 2021**

**Publisher: Oxford University Press**

| <b>Week</b>    | <b>Units</b> | <b>Unit Sections</b> | <b>Pages</b> | <b>Tests</b>       |
|----------------|--------------|----------------------|--------------|--------------------|
| <b>Week 1</b>  | Unit 1       | 1A, 1B...            | Pgs 6 – 12   | Weekly Test 1      |
| <b>Week 2</b>  | Unit 1 & 2   | 1B contd. 1CE – 2A   | Pgs 13 – 19  | Weekly Test 2      |
| <b>Week 3</b>  | Unit 2 & 3   | 2B 1&2R&C 3A...      | Pgs 20– 27   | Weekly Test 3      |
| <b>Week 4</b>  | Unit 3       | 3A contd.– 3B 2&3CE  | Pgs 28– 35   | Weekly Test 4      |
| <b>Week 5</b>  | Unit 4       | 4A 4B 3&4R&C         | Pgs 36 – 45  | Weekly Test 5      |
| <b>Week 6</b>  | Unit 5       | 5A 5B...             | Pgs 46 – 52  | Mid-course test    |
| <b>Week 7</b>  | Unit 5&6     | 5B contd. 4&5CE 6A   | Pgs 53– 59   | Weekly Test 7      |
| <b>Week 8</b>  | Unit 6&7     | 6B 5&6R&C 7A ...     | Pgs 60 – 67  | Weekly Test 8      |
| <b>Week 9</b>  | Unit 7       | 7A contd. 7B 6&7CE   | Pgs 68– 75   | Weekly Test 9      |
| <b>Week 10</b> | Unit 8       | 8A 8B 7&8R&C         | Pgs 76 – 85  | Weekly Test 10     |
| <b>Week 11</b> | Unit 9&10    | 9A 9B 8&9CE          | Pgs 86– 95   | Weekly Test 11     |
| <b>Week 12</b> | Unit 10      | 10A 10B 9&10R&C      | Pgs 96 - 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 **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 SS move towards meeting the B2 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 1: Intermediate-Advanced Activity Book. Dublin: Malleyman Publications.
  - BMGLC. (2019). Irish Culture Handbook. School's own material.

### **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; |   |
| <b>Grammar</b>   | Question formation; auxiliary verbs, <i>the..., the...+ comparatives</i>  |
| <b>Vocabulary</b>  | Working out meaning from context;   |
| <b>Pronunciation</b>   | Intonation: showing interest; intonation and sentence rhythm  |
| <b>Speaking</b>  | Politely refusing to answer a question, reacting to what someone says, tough questions; reacting to a story about something strange, <i>You're psychic, aren't you?</i> ; |
| <b>Listening</b>   | Understanding the stages of a short interview; following instructions   |
| <b>Reading</b>   | Understanding questions, working out meaning from context; understanding facts vs theories  |
| <b>Cultural Component</b>  | Questions about Ireland<br>Focus on Galway/Irish festivals or cultural events   |

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

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

[13] A. **(Reading)** Identify information not directly stated in a text using context and inference (2,7)

[1] A. **(Grammar/Speaking)** formulate direct and indirect questions with relative ease and spontaneity (3, 11,12, 15)

[12] C. **(Listening)** understand a clearly structured talk, presentation or interview on a familiar subject and take notes on salient points (1,7)

## 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;

|                      |  |
|----------------------|--|
| <b>Grammar</b>       | Present perfect simple and continuous;                       |
| <b>Vocabulary</b>    | Compound adjectives, modifiers; illnesses and injuries       |
| <b>Pronunciation</b> | /ʃ/, /dz/, /tʃ/ and /k/                                      |
| <b>Speaking</b>      | Doctor, doctor health; <b>Talking about...getting a job.</b> |
| <b>Listening</b>     | Understanding an anecdote                                    |
| <b>Reading</b>       | Reading and summarizing                                      |
| <b>Writing</b>       | A informal email   |

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

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

[18] A. **(Reading)** read and summarise the main points of a text, even if the text is complex or demanding (2,7, 10)

[35] A. **(Vocabulary)** discuss abstract situations involving injury and illness using appropriate vocabulary items (9, 12, 14,15, 16)

[43] A. **(Reading/Speaking)** relay accurately and in detail to a partner information pertaining to a text on which I have made brief notes (2,7, 10)

[14] B. **(Listening)** listen to a psychologist talking about a study and identify its findings (1,7)

### 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;

|                           |  |
|---------------------------|--|
| <b>Grammar</b>            | Using adjectives as nouns, adjective order                                     |
| <b>Vocabulary</b>         | Clothes and fashion; air travel  |
| <b>Pronunciation</b>      | Vowel sounds   |
| <b>Speaking</b>           | The joy of the age-gap friendship, managing discussions, politely disagreeing; |
| <b>Listening</b>          | Understanding a discussion- opinions, explanations, examples                   |
| <b>Reading</b>            | Scanning several texts; using a diagram to understand a text                   |
| <b>Writing</b>            |  |
| <b>Cultural Component</b> | Irish food   |

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

**I can...**

[19] **A. (Speaking/Vocabulary)** carefully express polite disagreement (10, 11, 12, 15, 16)

[2] **B. (Listening)** listen to someone talk and identify if given statements are true or false (according to the speaker) (1,7)

[25] **C. (Speaking)** recount personal experiences relating to travel or tourism, using appropriate vocabulary items (10, 11, 12, 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;

|                      |  |
|----------------------|--|
| <b>Grammar</b>       | Narrative tenses, past perfect continuous; the position of adverbs and adverbial phrases |
| <b>Vocabulary</b>    | Adverbs and adverbial phrases  |
| <b>Pronunciation</b> | Irregular past forms, sentence rhythm; word stress and intonation                        |
| <b>Speaking</b>      | Flight stories, telling an anecdote; reading habits; <b>talking about books</b>          |
| <b>Listening</b>     | Understanding formal language in announcements;  |
| <b>Reading</b>       | Reading for pleasure   |
| <b>Writing</b>       | A short story  |

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

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

[6] **A. (Speaking)** recount a coherent anecdote with ease in extended informal speech (3, 8, 9, 14, 16)

[42] **E. (Writing)** plan and write a coherent narrative passage or short story (4)

[7] **B. (Grammar)** describe past events using narrative tenses (past simple, past perfect, past continuous, past perfect continuous) with relative ease (5, 14, 15)

[38] **A. (Speaking)** orally describe in detail to a partner a story or news story I have just read (3, 8, 9, 14, 16)

### 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;

|                           |  |
|---------------------------|--|
| <b>Grammar</b>            | Future perfect and future continuous, zero and first conditionals, future time clauses |
| <b>Vocabulary</b>         | The environment, weather; expressions with <i>take</i>                                 |
| <b>Pronunciation</b>      | Vowel sounds; linked phrases   |
| <b>Speaking</b>           | The environment, climate change; risk-taking   |
| <b>Listening</b>          | Understanding examples; focusing on the main points                                    |
| <b>Reading</b>            | Scanning for examples; Summarizing an argument   |
| <b>Writing</b>            | For and Against  |
| <b>Cultural Component</b> | Irish landscape and weather  |

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

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

[22] **A. (Speaking)** discuss possible actions which could be taken to reduce our impact on the environment (3, 5, 10, 11, 12)

[23] **B. (Writing)** write a “for and against” essay employing the appropriate style and structure (4, 6, 13, 14)

[3] **C. (Reading)** recognise grammatical and lexical clues in an article to identify where given sentences belong in the text (2, 14)

[31] **A. (Grammar)** employ the first conditional with relative ease to discuss possible future events (3, 5, 10, 12, 15)

### 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;

|                      |  |
|----------------------|--|
| <b>Grammar</b>       | Unreal conditionals, wish for the present/ future                      |
| <b>Vocabulary</b>    | Feeling; expressing feelings with verbs or <i>-ed/ -ing</i> adjectives |
| <b>Pronunciation</b> | Word stress in three- or four-syllable adjectives                      |
| <b>Speaking</b>      | Emergency situations; ways of talking about <i>how we feel, wishes</i> |
| <b>Listening</b>     | Understanding mood and feelings  |
| <b>Reading</b>       | Recognizing positive and negative experiences; checking hypotheses     |
| <b>Writing</b>       | A blog post  |

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

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

[8] C. (**Speaking**) speculate about how I might react in hypothetical dangerous situations, giving justification when prompted (3, 5, 10, 12, 15)

[39] B. (**Pronunciation**) identify the stressed syllable in words with three and four syllables (15)

[10] A. (**Writing**) write clear, detailed guidelines on staying safe in given dangerous scenarios (4, 6, 13, 14)

### 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;

|                           |  |
|---------------------------|--|
| <b>Grammar</b>            | Wish for past regrets; <i>used to, be used to, get used to</i> ; |
| <b>Vocabulary</b>         | Sleep;   |
| <b>Pronunciation</b>      | Sentence rhythm and intonation; /s/ and /z/                      |
| <b>Speaking</b>           | <b>Talking about waste</b> ; sleep;                              |
| <b>Listening</b>          | Understanding a poem; understanding reasons                      |
| <b>Reading</b>            | Using contextual clues   |
| <b>Writing</b>            |  |
| <b>Cultural Component</b> | Irish Traditional Music  |

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

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

[15] C. **(Grammar)** describe past routines using “used to” and “would” interchangeably and without obvious difficulty or hesitation (5, 14, 15, 16)

[40] C. **(Reading)** scan read an article to pick out specific information (2, 7)

[36] B. **(Speaking)** initiate, extend, and manage turn taking in a conversation about future worries or past regrets (5, 7, 8, 10, 11, 14)

### 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;

|                      |  |
|----------------------|--|
| <b>Grammar</b>       | Gerunds and infinitives, past modals: <i>must have, etc., would rather</i> |
| <b>Vocabulary</b>    | music  |
| <b>Pronunciation</b> | Words from other languages; weak form of <i>have</i>                       |
| <b>Speaking</b>      | Music; role-playing an argument  |
| <b>Listening</b>     | Understanding a talk   |
| <b>Reading</b>       | Scanning across several texts  |

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

**I can...**

[4] **D. (Reading)** scan several individual texts and identify salient information and opinions (2,7)

[11] **B. (Reading)** match a series of challenges to appropriate given solutions (2,7)

[26] **B. (Reading)** read various viewpoints on a topic and identify the positions of the writers, particularly whether they feel positively or negatively about the topic (2,7)

[27] **C. (Grammar)** employ gerunds and infinitives correctly and with relative ease in extended informal discussion (5, 14, 15, 16)

[41] **D. (Pronunciation)** apply sentence stress appropriately when using past modals of deduction (15)

### **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;

|                           |   |
|---------------------------|---|
| <b>Grammar</b>            | Verbs of the senses   |
| <b>Vocabulary</b>         | Verbs often confused; the body  |
| <b>Pronunciation</b>      | Silent consonants   |
| <b>Speaking</b>           | Guess what it is, describing photos; <b>talking about performances</b>          |
| <b>Listening</b>          | Understanding advice, understanding instructions                                |
| <b>Reading</b>            | Identifying solutions to problems; understanding the principle of an experiment |
| <b>Writing</b>            | Describing a photo  |
| <b>Cultural Component</b> | Irish literature  |

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

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

[16] **D. (Speaking)** make careful suggestions in order to resolve a dispute or find a solution to a delicate problem (3, 8, 12, 13, 14,16)

[29] **B. (Listening)** listen to an explanation of something delivered at a normal speed and extract the main points (1,7)

[32] **B. (Listening)** identify whether given topics were addressed or not in a lecture or radio programme (1,7)

[20] **C. (Vocabulary)** formulate a description of a photograph, highlighting the main features and employing the lexical field of “photography” (3, 4)

**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;

|                      |  |
|----------------------|--|
| <b>Grammar</b>       | The passive (all forms); <i>have something done; it is said that..., he is thought to..., etc.</i> , reporting verbs |
| <b>Vocabulary</b>    | Crime and punishment, the media  |
| <b>Pronunciation</b> | The letter <i>u</i> , word stress  |
| <b>Speaking</b>      | Beat the burglar, crime; strange but true, the media   |
| <b>Listening</b>     | Using your knowledge of the world to help you understand formal advice; identifying the main events in new stories   |
| <b>Reading</b>       | Understanding truth and lies; using heading to understand the main point of a paragraph                              |
| <b>Writing</b>       | Expressing your opinion  |

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

**I can...**

- [21] **D. (Pronunciation)** identify the various pronunciations of the letter “u” in different words and pronounce the words correctly (15)
- [33] **C. (Speaking)** express my opinion on complex issues, such as the relative seriousness of different crimes (3, 9, 13, 14)
- [42] **E. (Writing)** plan and write an opinion piece on a topic, structuring it coherently and employing appropriate conventions for the genre (4, 6)
- [37] **C. (Grammar)** recount what others have said with relative ease using reported speech (4, 6, 14, 15)
- [34] **D. (Vocabulary)** employ the vocabulary of crime and punishment to match scenarios to the types of crime they describe (2, 7, 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;

|                      |  |
|----------------------|--|
| <b>Grammar</b>       | Quantifiers: all, every, both, etc.; articles                    |
| <b>Vocabulary</b>    | Science; collocation: word pairs                                 |
| <b>Pronunciation</b> | Stress in word families; pausing and sentence stress             |
| <b>Speaking</b>      | Science, talking about future possibilities; public speaking     |
| <b>Listening</b>     | Understanding specific explanations; identifying dos and don'ts  |
| <b>Reading</b>       | Understanding the language of speculation; understanding context |
| <b>Cultural</b>      |  |

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

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

[28] **A. (Listening)** listen to a linguistically complex discussion and identify the attitudes and viewpoints of the speakers (1,7)

[9] **D. (Speaking)** demonstrate engagement by asking pertinent follow-up questions to extract more information in a conversation about a particular topic (10, 11, 12, 14)

[5] **E. (Listening)** listen to an expert giving advice and complete notes on the topic (1,7)

## Empower Syllabus B2

### (Including Cultural Components)

#### B2 CEFR Descriptors

*To achieve a B2 level of English a student should be able to do the following...*

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.  |
|                      | Reading            | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.   |
| <b>Speaking</b>      | Spoken Interaction | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.   |
|                      | Spoken Production  | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.  |
| <b>Writing</b>       | Writing            | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. |

- Overall course objectives are formulated through **MIPLOs** (Minimum Intended Programme Learning Outcomes). These are learning outcomes i.e. statements of what any learner who completes the programme will be able to do and are based on the relevant CEFR (Common European Framework of Reference for Languages) level.

- These overall course objectives have been broken down into weekly **MIMLOs** (Minimum Intended Module Learning Outcomes). These are formulated as “Can do” statements, which lay out what students will be able to do by the end of each weekly module. All MIMLOs have been mapped onto the MIPLOs to ensure that there is coherence and that the overall course objectives can be achieved.

## **MIPLOs**

By the end of the course learners...

|          |                              |   |
|----------|------------------------------|---|
| <b>1</b> | <b>Oral Comprehension</b>    | <p>Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</p> <p>Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation.</p> <p>Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.</p> |
| <b>2</b> | <b>Reading Comprehension</b> | <p>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary but may experience some difficulty with low-frequency idioms.</p>  |
| <b>3</b> | <b>Oral Production</b>       | <p>Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</p>  |

|          |  |  |
|----------|--|--|
|          |  | Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.   |
| <b>4</b> | <b>Written Production</b>  | Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.   |
| <b>5</b> | <b>Oral Interaction</b>  | <p>Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational and leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments.</p> |
| <b>6</b> | <b>Written Interaction</b>   | Can express news and views effectively in writing and relate to those of others.   |
| <b>7</b> | <b>Communicative Language Strategies - Reception</b><br><br>Identifying Cues and Inferring | Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.   |
| <b>8</b> | <b>Communicative Language Strategies - Production</b><br><br>Planning                      | <p>Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate.</p> <p>Can plan what is to be said and the means to say it, considering the effect on the recipient(s).</p>   |
| <b>9</b> | <b>Communicative Language Strategies - Production</b>                                      | <p>Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.</p> <p>Can address most communication problems by using circumlocution, or by avoiding difficult expressions.</p>  |

|           |  |  |
|-----------|--|--|
|           | Compensating   |  |
| <b>10</b> | <b>Communicative Language Strategies - Interaction</b><br><br>Mediation                | <p>Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way they express things. Can build on others' ideas, making suggestions for ways forward.</p> <p>Can convey the main content of well-structured but long and propositionally complex texts on subjects within their fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers/signers.</p> <p>Can work collaboratively with people from different backgrounds, creating a positive atmosphere by providing support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop others' ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within their fields of professional, academic and personal interest.</p> |
| <b>11</b> | <b>Communicative Language Competences - Pragmatic Competence</b><br>Fluency            | <p>Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language.</p> <p>Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party</p>   |
| <b>12</b> | <b>Communicative Language Strategies - Interaction</b><br><br>Asking for clarification | <p>Can ask follow-up questions to check that they have understood what someone intended to say, and get clarification of ambiguous points.</p> <p>Can ask for explanation or clarification to ensure they understand complex, abstract ideas.</p>  |

|           |   |   |
|-----------|---|---|
|           |   | Can formulate follow-up questions to a member of a group to clarify an issue that is implicit or poorly articulated.  |
| <b>13</b> | <b>Communicative Language Strategies - Interaction</b><br><br>Monitoring and Repair | Can often retrospectively self-correct their occasional “slips” or non-systematic errors and minor flaws in sentence structure.<br><br>Can correct slips and errors that they become conscious of, or that have led to misunderstandings.<br><br>Can make a note of their recurring mistakes and consciously monitor for them.  |
| <b>14</b> | <b>Linguistic Competence</b><br><br><b>General Linguistic Range</b>                 | Can express themselves clearly without much sign of having to restrict what they want to say.<br><br>Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.   |
| <b>15</b> | <b>Linguistic Competence</b><br><br><b>Phonological Control</b>                     | Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.   |
| <b>16</b> | <b>Sociolinguistic Competence</b>   | Can with some effort keep up with and contribute to group discussions even when talk is fast and colloquial.<br><br>Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify their linguistic forms of expression in order to express themselves appropriately in the situation.<br><br>Can express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.<br><br>Can adjust their expression to make some distinction between formal and informal registers but may not always do so appropriately. |

|  |  |   |
|--|--|---|
|  |  | Can sustain relationships with users of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient user.<br><br>Can express themselves appropriately in situations and avoid crass errors of formulation. |
|--|--|---|

**Empower B2 Student's Book Second Edition**

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

**Publisher: Cambridge University Press**

| <b>Week</b>    | <b>Units</b> | <b>Unit Sections</b>              | <b>Pages</b>  | <b>Tests</b>       |
|----------------|--------------|-----------------------------------|---------------|--------------------|
| <b>Week 1</b>  | Unit 1       | 1A, 1B                            | Pgs 7 – 13    | Weekly Test 1      |
| <b>Week 2</b>  | Unit 1 & 2   | 1C, 1D, 2A, 2B                    | Pgs 14 – 25   | Weekly Test 2      |
| <b>Week 3</b>  | Unit 2 & 3   | 2C, 2D, 3A, 3B (start)            | Pgs 26 – 36   | Weekly Test 3      |
| <b>Week 4</b>  | Unit 3&4     | 3B contd., 3C, 3D, 4A, 4B (start) | Pgs 37 – 48   | Weekly Test 4      |
| <b>Week 5</b>  | Unit 4&5     | 4B contd., 4C, 4D, 5A             | Pgs 49 – 58   | Weekly Test 5      |
| <b>Week 6</b>  | Unit 5       | 5B, 5C, 5D                        | Pgs 59 – 66   | Mid-course test    |
| <b>Week 7</b>  | Unit 6       | 6A, 6B, 6C, 6D                    | Pgs 67 – 77   | Weekly Test 7      |
| <b>Week 8</b>  | Unit 7       | 7A, 7B, 7C                        | Pgs 78 – 85   | Weekly Test 8      |
| <b>Week 9</b>  | Unit 7&8     | 7D, 8A, 8B                        | Pgs 86 – 97   | Weekly Test 9      |
| <b>Week 10</b> | Unit 8&9     | 8C, 8D, 9A, 9B (start)            | Pgs 98 – 108  | Weekly Test 10     |
| <b>Week 11</b> | Unit 9&10    | 9B contd., 9C, 9D, 10A            | Pgs 109– 118  | Weekly Test 11     |
| <b>Week 12</b> | Unit 10      | 10B, 10C, 10D                     | Pgs 119 - 125 | 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 SS move towards meeting the B2 level MIPOs.
- 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 1: Intermediate-Advanced Activity Book. Dublin: Malleyman Publications.
  - BMGLC. (2019). Irish Culture Handbook. School's own material.

### **Week 1: (Pages 7-13)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

|                           |   |
|---------------------------|---|
| <b>Vocabulary</b>         | Character adjectives; Trying and succeeding.                                  |
| <b>Grammar</b>            | Review of tenses; Questions, indirect questions                               |
| <b>Speaking</b>           | Discussing challenges; Discussing inspiring people.                           |
| <b>Reading</b>            | Biographies of inspiring women.   |
| <b>Listening</b>          | People talking about inspiring people.  |
| <b>Pronunciation</b>      | Intonation, showing interest, intonation and sentence rhythm                  |
| <b>Cultural Component</b> | Questions about Ireland<br>Focus on Galway/Irish festivals or cultural events |

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

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

- [1] **A. (Grammar/Speaking)** formulate direct and indirect questions with relative ease and spontaneity (3, 11,12, 15)
- [2] **B. (Listening)** listen to someone talk and identify if given statements are true or false (according to the speaker) (1,7)
- [3] **C. (Reading)** recognise grammatical and lexical clues in an article to identify where given sentences belong in the text (2, 14)
- [4] **D. (Reading)** scan several individual texts and identify salient information and opinions (2,7)
- [5] **E. (Listening)** listen to an expert giving advice and complete notes on the topic (1,7)

## Week 2: (Pages 14-25)

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;

|                      |   |
|----------------------|---|
| <b>Vocabulary</b>    | Animals and the Environment; Expressions with make; Expressions with get. |
| <b>Grammar</b>       | Narrative tenses; Future time clauses and conditionals.                   |
| <b>Speaking</b>      | Breaking off a conversation.  |
| <b>Reading</b>       | An article  |
| <b>Listening</b>     | An interview about the environment.                                       |
| <b>Pronunciation</b> | Rapid Speech.   |
| <b>Writing</b>       | Write an article  |
|                      |   |

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

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

[6] **A. (Speaking)** recount a coherent anecdote with ease in extended informal speech (3, 8, 9, 11, 14, 16)

[7] **B. (Grammar)** describe past events using narrative tenses (past simple, past perfect, past continuous, past perfect continuous) with relative ease (5, 14, 15)

[8] **C. (Speaking)** speculate about how I might react in hypothetical dangerous situations, giving justification when prompted (3, 5, 11, 12, 15)

[9] **D. (Speaking)** demonstrate engagement by asking pertinent follow-up questions to extract more information in a conversation about a particular topic (10, 12, 14)

### **Week 3: (Pages 26-36)**

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;

|                           |  |
|---------------------------|--|
| <b>Grammar</b>            | Tense review; Future time clauses; Multi-word verbs; |
| <b>Vocabulary</b>         | Expressions with face; Ability and achievement.      |
| <b>Pronunciation</b>      | Intonation in question tags                          |
| <b>Speaking</b>           | Giving compliments and responding                    |
| <b>Listening</b>          | An interview about survival                          |
| <b>Reading</b>            | An article.  |
| <b>Writing</b>            | A leaflet  |
| <b>Cultural Component</b> | Irish food   |

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

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

[10] **A. (Writing)** write clear, detailed guidelines on staying safe in given dangerous scenarios (4, 6, 13, 14)

[11] **B. (Reading)** match a series of challenges to appropriate given solutions

[12] **C. (Listening)** understand a clearly structured talk, presentation or interview on a familiar subject and take notes on salient points (1,7)

### **Week 4: (Pages 37-48)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

|                      |  |
|----------------------|--|
| <b>Vocabulary</b>    | Sport; expressions with up                                 |
| <b>Grammar</b>       | Present perfect simple and continuous; used to and would   |
| <b>Speaking</b>      | Making suggestions; Sticking to topic of the conversation. |
| <b>Reading</b>       | Reading articles.  |
| <b>Listening</b>     | Interview about life changing events.                      |
| <b>Pronunciation</b> | Consonant sounds.  |
| <b>Writing</b>       | Describing data.   |

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

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

[13] **A. (Reading)** Identify information not directly stated in a text using context and inference (2,7)

[14] **B. (Listening)** listen to a psychologist talking about a study and identify its findings (1,7)

[15] **C. (Grammar)** describe past routines using “used to” and “would” interchangeably and without obvious difficulty or hesitation (5, 14, 15, 16)

[16] **D. (Speaking)** make careful suggestions in order to resolve a dispute or find a solution to a delicate problem (3, 8, 10,12, 13, 14,16)

[17] **E. (Writing)** compose a report on a particular topic, identifying and describing key information and data and employing conventions appropriate to the genre (4, 6)

### **Week 5: (Pages 49-58)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

|                           |   |
|---------------------------|---|
| <b>Vocabulary</b>         | Talking about difficulty; Adjectives describing attitude. |
| <b>Grammar</b>            | Future probability.                                       |
| <b>Speaking</b>           | Expressing careful disagreement                           |
| <b>Reading</b>            | Adverts   |
| <b>Listening</b>          | A conversation describing study experiences.              |
| <b>Pronunciation</b>      | Contrastive stress  |
| <b>Writing</b>            | Letter for a job application.                             |
| <b>Cultural Component</b> | Irish landscape and weather                               |

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

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

[18] **A. (Reading)** read and summarise the main points of a text, even if the text is complex or demanding (2,7, 10)

[19] **B. (Speaking/Vocabulary)** carefully express polite disagreement (12, 15, 16)

[20] **C. (Vocabulary)** formulate a description of a photograph, highlighting the main features and employing the lexical field of “photography” (3, 4)

[21] **D. (Pronunciation)** identify the various pronunciations of the letter “u” in different words and pronounce the words correctly (15)

### **Week 6: (Pages 59-66)**

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;

|                      |   |
|----------------------|---|
| <b>Vocabulary</b>    | The natural world; Expressions with side.                       |
| <b>Grammar</b>       | Future perfect and future continuous.                           |
| <b>Speaking</b>      | Responding to an idea; Discussing advantages and disadvantages. |
| <b>Reading</b>       | Article about life in Antarctica.                               |
| <b>Listening</b>     | A conversation between friends.                                 |
| <b>Pronunciation</b> | Word stress in three or four syllable adjectives                |
| <b>Writing</b>       | Arguing for and against an idea.                                |

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

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

[22] **A. (Speaking)** discuss possible actions which could be taken to reduce our impact on the environment (3, 5, 10, 11, 12)

[23] **B. (Writing)** write a “for and against” essay employing the appropriate style and structure (4, 6, 13, 14)

[24] **C. (Reading)** identify, outline and discuss the advantages and disadvantages of a particular situation from having read a text about it (2,7)

### **Week 7: (Pages 67-77)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

|                           |  |
|---------------------------|--|
| <b>Vocabulary</b>         | Travel and tourism; Describing changes; The passive. |
| <b>Grammar</b>            | Infinitives and -ing forms.                          |
| <b>Speaking</b>           | Introducing requests.                                |
| <b>Reading</b>            | Travel blog  |
| <b>Listening</b>          | Talking about a trip.                                |
| <b>Pronunciation</b>      | Sounds and spelling.                                 |
| <b>Writing</b>            | Write a travel blog.                                 |
| <b>Cultural Component</b> | Irish Traditional Music.                             |

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

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

[25] **A. (Speaking)** recount personal experiences relating to travel or tourism, using appropriate vocabulary items (12, 15, 16)

[26] **B. (Reading)** read various viewpoints on a topic and identify the positions of the writers, particularly whether they feel positively or negatively about the topic (2,7)

[27] **C. (Grammar)** employ gerunds and infinitives correctly and with relative ease in extended informal discussion (5, 14, 15, 16)

### **Week 8: (Pages 78-85)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

|                   |  |
|-------------------|--|
| <b>Vocabulary</b> | Expressions with out; Describing life in cities; Houses; Films and TV. |
| <b>Grammar</b>    | Too/enough, so/such; Causative have/get.                               |
| <b>Speaking</b>   | About hometown   |
| <b>Reading</b>    | An online article about slow movement                                  |
| <b>Listening</b>  | An interview about smart cities; article about reality tv.             |

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

**I can...**

[28] **A. (Listening)** listen to a linguistically complex discussion and identify the attitudes and viewpoints of the speakers (1,7)

[29] **B. (Listening)** listen to an explanation of something delivered at a normal speed and extract the main points (1,7)

[30] **C. (Speaking)** discuss what you find attractive or unattractive about urban design (5, 9, 11, 14)

### Week 9: (Pages 86-97)

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

|                           |  |
|---------------------------|--|
| <b>Vocabulary</b>         | Expressions with down; Money and finance; Crime.                                 |
| <b>Grammar</b>            | First and second conditionals; Third conditional; Should have + past participle. |
| <b>Speaking</b>           | Discussing moral dilemmas.   |
| <b>Reading</b>            | Emails   |
| <b>Listening</b>          | A radio programme about personal finance.  |
| <b>Pronunciation</b>      | Stress in compound nouns.  |
| <b>Writing</b>            | An email to complain, using formal language.                                     |
| <b>Cultural Component</b> | Irish literature   |

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

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

[31] **A. (Grammar)** employ the first conditional with relative ease to discuss possible future events (3, 5, 12, 15)

[32] **B. (Listening)** identify whether given topics were addressed or not in a lecture or radio programme (1,7)

[33] **C. (Speaking)** express my opinion on complex issues, such as the relative seriousness of different crimes (3, 9, 11, 13, 14)

[34] **D. (Vocabulary)** employ the vocabulary of crime and punishment to match scenarios to the types of crime they describe (2, 7, 13, 14)

**Week 10: (Pages 98-108)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

|                      |  |
|----------------------|--|
| <b>Vocabulary</b>    | Expressions with take; Health                      |
| <b>Grammar</b>       | Relative clauses; Reported speech; reporting verbs |
| <b>Speaking</b>      | Discussing things in common                        |
| <b>Reading</b>       | A book review.                                     |
| <b>Listening</b>     | A conversation discussing scam emails.             |
| <b>Pronunciation</b> | Word groups  |
| <b>Writing</b>       | A review.  |

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

**I can...**

[35] **A. (Vocabulary)** discuss abstract situations involving injury and illness using appropriate vocabulary items (9, 12, 14,15, 16)

[36] **B. (Speaking)** initiate, extend, and manage turn taking in a conversation about future worries or past regrets (5, 7, 8, 14)

[37] **C. (Grammar)** recount what others have said with relative ease using reported speech (4, 6, 14, 15)

### **Week 11: (Pages 109-118)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

|                           |  |
|---------------------------|--|
| <b>Vocabulary</b>         | Adjectives with prefixes                                       |
| <b>Grammar</b>            | Past modals of deduction                                       |
| <b>Speaking</b>           | Clarifying a misunderstanding                                  |
| <b>Reading</b>            | An article on alternative medicine; A blog about coincidences. |
| <b>Listening</b>          | Discussion on alternative treatments.                          |
| <b>Pronunciation</b>      | Linking and intrusion.   |
| <b>Writing</b>            | An essay.  |
| <b>Cultural Component</b> | Irish history in film  |

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

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

[38] **A. (Speaking)** orally describe in detail to a partner a story or news story I have just read (3, 8, 9, 10, 11, 14, 16)

[39] **B. (Pronunciation)** identify the stressed syllable in words with three and four syllables (15)

[40] **C. (Reading)** scan read an article to pick out specific information (2, 7)

[41] **D. (Pronunciation)** apply sentence stress appropriately when using past modals of deduction (15)

[42] **E. (Writing)** plan and write an opinion piece on a topic, structuring it coherently and employing appropriate conventions for the genre (4, 6)

**Week 12: (Pages 119-125)**

Development of competency in reading, writing, speaking and listening skills, vocabulary, pronunciation and grammar; building confidence in language use; and developing effectiveness in a variety of social situations via the outlined topics and with specific focus given to;

|                      |   |
|----------------------|---|
| <b>Vocabulary</b>    | Verbs of effort;  |
| <b>Grammar</b>       | Wishes and regrets  |
| <b>Speaking</b>      | Talking about someone who is brave; describing how you feel; Interrupting and announcing news |
| <b>Reading</b>       | An article about dreams; A diary entry.   |
| <b>Listening</b>     | A conversation about dreams   |
| <b>Pronunciation</b> | Consonant clusters  |
| <b>Writing</b>       | A story.  |

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

**I can...**

[43] A. **(Reading/Speaking)** relay accurately and in detail to a partner information pertaining to a text on which I have made brief notes (2,7, 10)

[44] B. **(Writing)** plan and write a coherent narrative passage or short story (4)