

## English File Syllabus A2

(Empower Syllabus below)

(Including TIE preparation and Cultural Components)

<b>A2 CEFR Descriptors</b>		
<i>To achieve a A2 level of English a student should be able to do the following...</i>		
<b>Understanding</b>	Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
<b>Speaking</b>	Spoken Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
<b>Writing</b>	Writing	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.

- 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 enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly.</p> <p>can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.</p>
<b>2</b>	<b>Reading Comprehension</b>	<p>can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.</p> <p>can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p>
<b>3</b>	<b>Oral Production</b>	<p>can give a simple description or presentation of people, living or working conditions, daily routines. likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list.</p>
<b>4</b>	<b>Written Production</b>	<p>can produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p>
<b>5</b>	<b>Oral Interaction</b>	<p>can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>

		can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.
<b>6</b>	<b>Written Interaction</b>	can compose short, simple formulaic notes relating to matters in areas of immediate need.
<b>7</b>	<b>Communicative Language Strategies - Reception</b>  Identifying Cues and Inferring	can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words/signs from the context. can exploit their recognition of known words/signs to deduce the meaning of unfamiliar words/signs in short expressions used in routine everyday contexts. can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum, etc. can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text. can deduce the meaning and function of unknown formulaic expressions from their position in a text (e.g. at the beginning or end of a letter).
<b>8</b>	<b>Communicative Language Strategies - Production</b>  Planning	can recall and rehearse an appropriate set of phrases from their repertoire.
<b>9</b>	<b>Communicative Language Strategies - Production</b>  Compensating	can use an inadequate word/sign from their repertoire and use gestures to clarify what they mean. can identify what they mean by pointing to it (e.g. "I'd like this, please").
<b>10</b>	<b>Communicative Language Strategies -</b>  Mediation	can play a supportive role in interaction, provided other participants speak/sign slowly and that one or more of the participants helps them to contribute and to express their suggestions. can convey relevant information contained in clearly structured, short, simple, informational texts, provided the texts concern concrete, familiar subjects and are formulated in simple everyday language. can use simple words/signs to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem.

		can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest, provided these are expressed clearly in simple language.
<b>11</b>	<b>Communicative Language Competences - Pragmatic Competence</b>  Fluency	can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.  can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
<b>12</b>	<b>Communicative Language Strategies - Interaction</b>  Asking for clarification	can ask very simply for repetition when they do not understand. can ask for clarification about key words/signs or phrases not understood, using stock phrases. can indicate that they did not follow. can signal non-understanding and ask for a word/sign to be spelt out.
<b>13</b>	<b>Communicative Language Strategies - Interaction</b>  Monitoring and Repair	No descriptors available (Not applicable for this level)
<b>14</b>	<b>Linguistic Competence</b>  <b>General Linguistic Range</b>	will have a repertoire of basic language which enables them to deal with everyday situations with predictable content, though they will generally have to compromise the message and search for words/signs. can produce brief, everyday expressions in order to satisfy simple needs of a concrete type (e.g. personal details, daily routines, wants and needs, requests for information). can use basic sentence patterns and communicate with memorised phrases, groups of a few words/signs and formulae about themselves and other people, what they do, places, possessions, etc. will have limited repertoire of short, memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
<b>15</b>	<b>Linguistic Competence</b>  <b>Phonological Control</b>	can pronounce words in a way that is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from the other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.

<b>16</b>	<b>Sociolinguistic Competence</b>	<p>can perform and respond to basic language functions, e.g. information exchange and requests, and express opinions and attitudes in a simple way.</p> <p>can socialise simply but effectively using the simplest common expressions and following basic routines.</p> <p>can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.</p>
-----------	-----------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

English File Pre-Intermediate Student's Book Fourth Edition

Author: Christina Latham-Koenig, Clive Oxenden, Jerry Lambert

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, 1C 1PE	Pgs 6 - 13	Weekly Test 1
<b>Week 2</b>	Unit 2	2A, 2B, 2C, 2R&C	Pgs 14 - 21	Weekly Test 2
<b>Week 3</b>	Unit 3	3A, 3B, 3C, 3PE	Pgs 22 - 29	Weekly Test 3
<b>Week 4</b>	Unit 4	4A, 4B, 4C, 4R&C	Pgs 30 - 37	Weekly Test 4
<b>Week 5</b>	Unit 5	5A, 5B, 5C, 5PE	Pgs 38 - 45	Weekly Test 5
<b>Week 6</b>	Unit 6	6A, 6B, 6C, 6R&C	Pgs 46 - 53	Mid-course test
<b>Week 7</b>	Unit 7	7A, 7B, 7C, 7PE	Pgs 54 - 61	Weekly Test 7
<b>Week 8</b>	Unit 8	8A, 8B, 8C, 8R&C	Pgs 62 - 69	Weekly Test 8
<b>Week 9</b>	Unit 9	8A, 8B, 8C, 8R&C	Pgs 70 - 77	Weekly Test 9
<b>Week 10</b>	Unit 10	10A, 10B, 10C, 10R&C	Pgs 78 - 85	Weekly Test 10
<b>Week 11</b>	Unit 11	11A, 11B, 11C, 11PE	Pgs 86 - 93	Weekly Test 11
<b>Week 12</b>	Unit 12	12A, 12B, 12C, 12R&C	Pgs 94 - 101	End-of-course test

**Publisher: Oxford University Press**

- 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 A2 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:n**

- O'Malley, I. (2017). The Irish Culture Book 3: Elementary-Pre-Intermediate Activity Book. Dublin: Malleyman Publications.
- BMGLC. (2019). Teacher Refresher Handbook 2. School's own materials

### **Week 1: (Pages 6-13)**

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

<b>Vocabulary</b>	common verb phrases; describing people; clothes, preposition of place
<b>eGrammar</b>	word order; present simple; present continuous
<b>Functional Language</b>	calling reception
<b>Speaking</b>	talking about a person you know well; interview another student
<b>Reading</b>	read an article about dating
<b>Listening</b>	extract information from six conversations; a interview about dating; expert talking about Vermeer and the Milkmaid
<b>Pronunciation</b>	pronounce final -s, -es the schwa /ə/ and /ɜ:/ in word endings
<b>Writing</b>	describing yourself; writing a profile
<b>Link to TIE exam</b>	Speaking Part 1 – students give information about themselves and their lives.
<b>Cultural Component</b>	Questions about Ireland Any important ongoing festival/cultural/sporting event will be addressed in a level-appropriate manner. Teachers will respond to students' plans such as daytrips to Irish tourist attractions, holidays in Ireland, socialising, etc., with enthusiasm and advice. Students will be encouraged to share their experiences of travel around Ireland with their peers. 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] **Grammar:** use the present simple to describe regular actions and habits (3, 5, 11, 14, 15).
- [2] **Vocabulary:** orally describe someone's appearance (3, 11, 14)
- [3] **Speaking:** ask and answer questions related to basic personal information (5,8,10,11, 12,14,16).
- [4] **Writing:** write a basic profile containing personal information (4, 6).
- [5] **Grammar:** use the present continuous to describe actions happening right now(3, 5, 11, 14, 15).

## Week 2: (Pages 14-21)

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>	holidays; prepositions (at, it, on); verb phrases
<b>Grammar</b>	past simple (regular, irregular); past continues; time sequencers and connectors.
<b>Functional Language</b>	
<b>Speaking</b>	about your last Holiday; about photos on your social media account
<b>Reading</b>	an article about passport, tickets, money, phone; a story about a weekly feature in a newspaper
<b>Listening</b>	a story about Marta's lost passport; to a description of Anya; to a story with two different endings.
<b>Pronunciation</b>	<i>regular verbs -ed endings; weak forms: was were; word stress</i>
<b>Writing</b>	
<b>Link to TIE exam</b>	Speaking Part 2 – students prepare and deliver a short presentation on their closest friend/family member

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

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

- [6] Vocabulary:** use common verb phrases when speaking about going on holiday (3,5,14, 15)
- [7] Listening:** Listen for specific information while someone is speaking (1, 7).
- [8] Grammar:** ask questions and form negative sentences using the past simple (3, 5,14,15).
- [9] Pronunciation:** Identify the stressed syllable in words (15).

### Week 3: (Pages 22-29)

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>	airports; verbs prepositions e.g. arrive in; paraphrasing
<b>Grammar</b>	<i>be going to; present continuous; defining relative clauses</i>
<b>Functional Language</b>	at the restaurant; restaurants
<b>Speaking</b>	working with a partner; compare answers with a partner about a quiz; repeat a conversation with intonation
<b>Reading</b>	an article about guided tours; a quiz; a game introduction.
<b>Listening</b>	to a traveller meeting his guide; to a conversation about their timetables; to answers at the questions of a Word Game
<b>Pronunciation</b>	the letter "g"; linking; silent "e"
<b>Writing</b>	an informal email about travel arrangements
<b>Link to TIE exam</b>	Speaking Part 3 - students read a newspaper/magazine article and discuss it with their peers
<b>Cultural Component</b>	Irish physical characteristics

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

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

- [10] **Grammar:** use "be going to" to talk about my plans and predict what will happen in the future (5, 11, 14, 15).
- [11] **Functional language:** use common phrases to order food and make polite requests in a restaurant(8,11, 14,15, 16).
- [12] **Writing:** write an informal email (4, 6).
- [13] **Pronunciation:** use appropriate linking sounds to connect words in a sentence(15).

### Week 4: (Pages 30-37)

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>	housework, make or do; shopping adjectives ending -ed and -ing
<b>Grammar</b>	resent perfect or past simple; something, anything, nothing
<b>Functional Language</b>	asking for things to do at the weekend, talking about selling thing in the internet.
<b>Speaking</b>	my film-watching habits; the last film I saw; my taste in music; questions about TV; discussion (agreeing/disagreeing)
<b>Reading</b>	short article about a celebrity lookalike; an online article about TV
<b>Listening</b>	a conversation between native speakers about musical experiences; a spoken quiz on the topic of TV; a discussion between native speakers at a dinner party about familiar topics; recognising linking sounds /r/, /j/
<b>Pronunciation</b>	the final 'e
<b>Writing</b>	
<b>Link to TIE exam</b>	Speaking Part 4 – students use functional language to do a collaborative decision-making task

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

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

- [14] **Writing:** write a description of the area where you live (4, 6).
- [15] **Reading:** Identify errors in sentences related to a text and correct them (2,7).
- [16] **Vocabulary:** recognise common vocabulary related to shopping (1, 2, 5, 7).
- [17] **Reading:** analyse a piece of text and recognize the authors opinion (2,7).

### Week 5: (Pages 38-45)

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>Vocabulary</b>	types of number; describing a town or city; health and the body
<b>Grammar</b>	comparative adjectives, adverbs; superlatives; quantifier
<b>Functional Language</b>	Taking something back to a shop; shopping
<b>Speaking</b>	answering questions about how fast your life is; talking about what have you drank yesterday
<b>Reading</b>	a magazine article of which drink is good or bad for you; a article about why we are so impatient
<b>Listening</b>	to a recorded interview of 5 people how their life changed; to a reporter talking about an experiment; to a nutritionist talking about drinks
<b>Pronunciation</b>	sentence stress; 'e', 'ʌ'
<b>Writing</b>	<i>a description of where you live</i>
<b>Link to TIE exam</b>	<i>Writing Part 2 – students produce a formal email</i> <i>Speaking Part 4 - Students carry out a collaborative task using functional language for suggesting</i>
<b>Cultural Component</b>	Modern Irish music

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

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

- [18] **Grammar:** construct sentences using comparative adjectives (3,4,14).
- [19] **Grammar:** use superlatives to describe something as being the most or least (8,11, 14, 15, 16).
- [20] **Functional language:** use common phrases related to going shopping (3, 8, 9,14,15,16).
- [21] **Vocabulary:** Utilize a range of vocabulary to describe urban areas (3, 14)
- [22] **Speaking:** Speak about memorable past experiences in my life (3, 5,11,15).

### **Week 6: (Pages 46- 53)**

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>	opposite verbs; verb + back; modifiers
<b>Grammar</b>	<i>will / won't (predictions and other uses; review of verb forms</i>
<b>Functional Language</b>	
<b>Speaking</b>	about being a positive or negative thinker; asking and answering with examples or reasons; asking and answering in different tenses
<b>Reading</b>	an article about negative thinking; an article about an engaged couple
<b>Listening</b>	to the introductions to a radio programme; to a part of a news programme; to psychoanalyst talking about the dreams of a patient
<b>Pronunciation</b>	'll, wont; word stress: two syllable verbs; the letter "ea"
<b>Writing</b>	
<b>Link to TIE exam</b>	Speaking Part 1 - students continue to give information about themselves in relation to everyday topics  Speaking Part 2 - students use comparatives and superlatives to prepare and deliver a short presentation on the differences between their country and Ireland

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

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

- [23] **Listening:** use existing knowledge to predict content(1, 7).
- [24] **Reading:** Summarize the main points of a text (2,7).

### Week 7: (Pages 54-61)

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 + infinitive; gerund; adjectives + prepositions
<b>Grammar</b>	infinitive with “to”; uses of the gerund; have to, don’t have to, must, mustn’
<b>Functional Language</b>	<i>going to a pharmacy; feeling ill</i>
<b>Speaking</b>	question and answer about first day nerves; questions and answers about happiness; about somewhere or something; have you ever....
<b>Reading</b>	tips to survive the first day in a office; an article about a language learning experiment
<b>Listening</b>	to a description of someone's first day at work; to a recorded part of a radio program; to a test of a student
<b>Pronunciation</b>	weak form of “to”; linking; -ing, letter “o”; stress on preposition
<b>Writing</b>	a formal email asking for information; an article about How to survive the first day
<b>Link to TIE exam</b>	Writing Part 2 – Students produce a formal letter of complaint
<b>Cultural Component</b>	How Irish communicate

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

I can...

- [25] **Grammar:** express obligation using “have to” and “don’t have to” (4, 14).
- [26] **Functional language:** state symptoms to describe an illness (3, 8, 9,11,14,15,16).
- [27] **Speaking:** Speak about the process of learning English (3, 5,10,11,14,16).

### Week 8: (Pages 62-69)

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>	get; confusing verbs; adverbs of manner
<b>Grammar</b>	<i>should; if + present, + will + infinitive (first conditional) possessive pronouns</i>
<b>Functional Language</b>	
<b>Speaking</b>	about advice for other people; questions and answers about “get”; question and answer about confusing verbs.
<b>Reading</b>	an article about problems you need to talk about; a article about Murphy’s Law; a short story of a detective.
<b>Listening</b>	to advice from a TV chat show host; to a phone call between two people and a radio programme; to two stories about Murphy’s Law; to four parts of a story about a detective searching for a woman
<b>Pronunciation</b>	reading aloud; homophones; /ʊ/u:/
<b>Writing</b>	
<b>Link to TIE exam</b>	Speaking Part 3 – students read and discuss a magazine article Writing Part 1 – Students summarise the article and give their opinion

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

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

[28] **Grammar:** use “should” to give advice (5,14,16).

[29] **Grammar:** express ownership using possessive pronouns and the “possessive ‘s” (3, 4, 6, 8, 14).

[30] **Pronunciation:** Differentiate between /ʊ / and /u:/ sounds (15).

### Week 9: (Pages 70-77)

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>	animals and insects; words related to fear; phrases with for and since; biographies
<b>Grammar</b>	if + past, would + infinitive (second conditional); present perfect or past simple
<b>Functional Language</b>	asking how to get there; directions
<b>Speaking</b>	about what to do when you meet dangerous animals in real life; ask and answer about phobias; talking about the past and the future of older people
<b>Reading</b>	a quiz about what to do with dangerous animals; a article from a website about phobias; a story of a mother and her daughter
<b>Listening</b>	to a documentary of the five most dangerous animals in the UK; to a interview of two women; to a radio programme of a father and his son
<b>Pronunciation</b>	word stress; sentence stress; /ɔ:/
<b>Writing</b>	a biography of a person you know or a famous perso
<b>Link to TIE exam</b>	Writing Part 2 – students produce an informal email
<b>Cultural Component</b>	Irish legends and literature

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

#### I can...

- [31] **Grammar:** differentiate between the appropriate usage of present perfect and past simple (4, 14).
- [32] **Listening:** Listen to someone speaking and identify in depth information about the speaker(1, 7).
- [33] **Functional language:** Give directions from one place to another(3,5, 9, 10, 11, 14, 15,16).
- [34] **Reading:** Use textual clues to match information with a person (2,7).
- [35] **Pronunciation:** Stress words as appropriate when reading sentences aloud (15).

### Week 10: (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>	sports, expressing movements; phrasal verbs; people from different countries.
<b>Grammar</b>	expressing movements; word order of phrasal verbs; the passive
<b>Functional Language</b>	
<b>Speaking</b>	asking and answering to exercises and sports; about why women's sports are not as popular as men's; asking and answering about to be an "early bird"
<b>Reading</b>	post of a forum about awareness of women's sports; a story of two different people that must get up early
<b>Listening</b>	to a radio programme about getting up early; to a video with thing that got invented by women
<b>Pronunciation</b>	t word stress; linking; /ʃ/tʃ/dʒ/
<b>Writing</b>	
<b>Link to TIE exam</b>	Speaking Part 3 – students read and discuss a magazine article

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

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

- [36] **Speaking:** Listen to someone giving their opinion and respond appropriately (1, 7, 5, 10, 11).
- [37] **Vocabulary:** recognise and use vocabulary of countries and their corresponding nationalities in basic conversations (1, 3, 5, 14).
- [38] **Writing:** Write an article about a hobby you enjoy doing (4, 6).

### Week 11: (Pages 86-93)

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;	
<b>Vocabulary</b>	school subjects; word building: noun formation; similarities and differences
<b>Grammar</b>	used to; might; so, neither + auxiliaries
<b>Functional Language</b>	used to; might; so, neither + auxiliaries
<b>Speaking</b>	in a conversation about school; asking and answering about to many choices; about your similarities and differences
<b>Reading</b>	short stories about famous people and their time at school; an article about a project of twins and similar strangers
<b>Listening</b>	to a query of six people how much they liked school; to a talk called "is too much choice making us unhappy"; to an interview of a woman who wants to find her stranger twin
<b>Pronunciation</b>	used to / didn't use to; diphthongs; /θ//ð/
<b>Writing</b>	Writing Part 1 - students write a news story
<b>Link to TIE exam</b>	Speaking Part 3 - students read and discuss a news article
<b>Cultural Component</b>	Visual Ireland

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

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

- [39] **Functional language:** Leave a message for someone over the phone (8,14,15,16).
- [40] **Reading:** locate key information in a text (2,7).
- [41] **Listening:** assess whether someone likes or dislikes something based on their comments about it(1, 7).

## Week 12: (Pages 94-101)

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>	time expressions; say to tell; revision of question words
<b>Grammar</b>	<i>past perfect; reported speech; questions without auxiliaries</i>
<b>Functional Language</b>	
<b>Speaking</b>	about your holiday experience; ask and answer questions about gossip; communicate a general knowledge quiz
<b>Reading</b>	three News Storys; a written story about a man who loves gossiping
<b>Listening</b>	to a conversation between two older women; to the short film Pub Quiz
<b>Pronunciation</b>	the letter i; double consonants; question words
<b>Writing</b>	
<b>Link to TIE exam</b>	TIE Exam: review and practise

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

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

[42] **Listening:** Make predictions before listening to a conversation and afterwards assess whether these predictions were accurate (1, 7).

[43] **Vocabulary:** use a range of time expressions to describe an event or sequence of events (3, 14)

[44] **Reading:** analyse a text and identify the order of events as they occurred (2,7).

## Empower Syllabus A2 2025

### A2

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

<b>A2 CEFR Descriptors</b>		
<i>To achieve a A2 level of English a student should be able to do the following...</i>		
<b>Understanding</b>	Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
<b>Speaking</b>	Spoken Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
<b>Writing</b>	Writing	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.

- 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 enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly.</p> <p>can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.</p>
<b>2</b>	<b>Reading Comprehension</b>	<p>can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.</p> <p>can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p>
<b>3</b>	<b>Oral Production</b>	<p>can give a simple description or presentation of people, living or working conditions, daily routines, likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list.</p>
<b>4</b>	<b>Written Production</b>	<p>can produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p>
<b>5</b>	<b>Oral Interaction</b>	<p>can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>

		can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.
<b>6</b>	<b>Written Interaction</b>	can compose short, simple formulaic notes relating to matters in areas of immediate need.
<b>7</b>	<b>Communicative Language Strategies - Reception</b>  Identifying Cues and Inferring	can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words/signs from the context. can exploit their recognition of known words/signs to deduce the meaning of unfamiliar words/signs in short expressions used in routine everyday contexts. can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum, etc. can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text. can deduce the meaning and function of unknown formulaic expressions from their position in a text (e.g. at the beginning or end of a letter).
<b>8</b>	<b>Communicative Language Strategies - Production</b>  Planning	can recall and rehearse an appropriate set of phrases from their repertoire.
<b>9</b>	<b>Communicative Language Strategies - Production</b>  Compensating	can use an inadequate word/sign from their repertoire and use gestures to clarify what they mean. can identify what they mean by pointing to it (e.g. "I'd like this, please").
<b>10</b>	<b>Communicative Language Strategies -</b>  Mediation	Can play a supportive role in interaction, provided other participants speak/sign slowly and that one or more of the participants helps them to contribute and to express their suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided the texts concern concrete, familiar subjects and are formulated in simple everyday language. Can use simple words/signs to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem.

		Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest, provided these are expressed clearly in simple language.
<b>11</b>	<b>Communicative Language Competences - Pragmatic Competence</b>  Fluency	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
<b>12</b>	<b>Communicative Language Strategies - Interaction</b>  Asking for clarification	can ask very simply for repetition when they do not understand. can ask for clarification about key words/signs or phrases not understood, using stock phrases. can indicate that they did not follow. can signal non-understanding and ask for a word/sign to be spelt out.
<b>13</b>	<b>Communicative Language Strategies - Interaction</b>  Monitoring and Repair	No descriptors available (Not applicable for this level)
<b>14</b>	<b>Linguistic Competence</b>  <b>General Linguistic Range</b>	will have a repertoire of basic language which enables them to deal with everyday situations with predictable content, though they will generally have to compromise the message and search for words/signs. can produce brief, everyday expressions in order to satisfy simple needs of a concrete type (e.g. personal details, daily routines, wants and needs, requests for information). can use basic sentence patterns and communicate with memorised phrases, groups of a few words/signs and formulae about themselves and other people, what they do, places, possessions, etc. will have limited repertoire of short, memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
<b>15</b>	<b>Linguistic Competence</b>  <b>Phonological Control</b>	can pronounce words in a way that is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from the other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.

<b>16</b>	<b>Sociolinguistic Competence</b>	<p>can perform and respond to basic language functions, e.g. information exchange and requests, and express opinions and attitudes in a simple way.</p> <p>can socialise simply but effectively using the simplest common expressions and following basic routines.</p> <p>can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.</p>
-----------	-----------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Empower A2 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	Welcome, 1A, 1B, 1C 1D	Pgs 6 – 18	Weekly Test 1
<b>Week 2</b>	Unit 2	2A, 2B, 2C, 2D	Pgs 19 – 28	Weekly Test 2
<b>Week 3</b>	Unit 3	3A, 3B, 3C, 3D	Pgs 29 – 38	Weekly Test 3
<b>Week 4</b>	Unit 4	4A, 4B, 4C, 4D	Pgs 39 – 48	Weekly Test 4
<b>Week 5</b>	Unit 5	5A, 5B, 5C, 5D	Pgs 49 – 58	Weekly Test 5
<b>Week 6</b>	Unit 6	6A, 6B, 6C, 6D	Pgs 59 – 68	Mid-course test
<b>Week 7</b>	Unit 7	7A, 7B, 7C, 7D	Pgs 69 – 78	Weekly Test 7
<b>Week 8</b>	Unit 8	8A, 8B, 8C, 8D	Pgs 79 – 88	Weekly Test 8
<b>Week 9</b>	Unit 9	9A, 9B, 9C, 9D	Pgs 89 – 98	Weekly Test 9
<b>Week 10</b>	Unit 10	10A, 10B, 10C, 10D	Pgs 99 – 108	Weekly Test 10
<b>Week 11</b>	Unit 11	11A, 11B, 11C, 11D	Pgs 109 – 118	Weekly Test 11
<b>Week 12</b>	Unit 12	12A, 12B, 12C, 12D	Pgs 119 - 128	End-of-course test

- ⑩ Teachers should use the appropriate corresponding Grammar Bank, Vocabulary Bank, Sound Bank, Communication tasks, Writing, and Listening Transcripts.
- ⑩ 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 A2 level MIPLOs.




- ⑩ 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.
- ⑩ **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 materials.

### **Week 1: (Pages 6-18)**

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>	Numbers; The alphabet; Colours; Classroom objects and instructions; Countries and nationalities; Adjectives.
<b>Grammar</b>	Possessive adjectives; Question words; <i>a/an</i> ; Regular plural forms; <i>be</i> : positive and negative; <i>be</i> : questions and short answers.
<b>Functional Language</b>	Saying hello and introducing people; Spelling words; Asking for and giving information.
<b>Speaking</b>	Saying hello and introducing people; Where you're from; People you know; Asking for and giving information; Checking and understanding; Using social media.
<b>Reading</b>	Social media posts about people you know; Online profiles.
<b>Listening</b>	Five conversations; A conversation about where you're from; A conversation about people you know; At the gym reception; First day of an English class.
<b>Pronunciation</b>	Noticing word stress; Syllables and word; Sound and spelling: /k/; Sound and spelling: long and short <i>o</i> ; Intonation for checking; Consonant clusters.
<b>Writing</b>	Names and addresses; Sentences about you; Notes about people you know; An online profile; Capital letters and punctuation.
<b>Cultural Component</b>	Questions about Ireland Any important ongoing festival/cultural/sporting event will be addressed in a level-appropriate manner. Teachers will respond to students' plans such as daytrips to Irish tourist attractions, holidays in Ireland, socialising, etc., with enthusiasm and advice. Students will be encouraged to share their experiences of travel around Ireland with their peers. 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...**

-  **[37] Vocabulary:** recognise and use vocabulary of countries and their corresponding nationalities in basic conversations (1, 3, 5, 14).
-  **[3] Speaking:** Ask and answer questions related to basic personal information (5, 8,10,11,12,14,16).
-  **[4] Writing:** write a basic profile containing personal information (4, 6)




## Week 2: (Pages 19-28)

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>	Jobs; Studying; Time
<b>Grammar</b>	Present Simple: positive and negative; Present Simple: questions and short answers
<b>Functional Language</b>	Asking for things and replying
<b>Speaking</b>	Jobs; Studying; Study habits; Asking for things and replying; Reacting to news; Studying English
<b>Reading</b>	An article about Gabby Scampane; An online forum about study habits; A competition entry form
<b>Listening</b>	A survey about study habits; Ordering in a café; Asking for help; Three monologues about studying English; A teacher addressing her class.
<b>Pronunciation</b>	Word stress; -s endings; do you; Sound and spelling: <i>ou</i>
<b>Writing</b>	Sentences about jobs; Questions about study habits; A form; Spelling.

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

#### I can...

-  **[1] Grammar:** use the present simple to talk about regular actions and habits future (3, 5, 11, 14,15).
-  **[27] Speaking:** Speak about the process of learning English (3, 5,10,11,14,16).
-  **[7] Listening:** Listen for specific information while someone is speaking (1, 7).




### Week 3: (Pages 29-38)

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>	Time expressions; Common verbs; Technology
<b>Grammar</b>	Position of adverbs of frequency; <i>have got</i>
<b>Functional Language</b>	Making arrangements
<b>Speaking</b>	Daily routines; Spending time with you family; Routines you share with others; Technology in your life; Making arrangements; Thinking about what you want to say; Plan a party
<b>Reading</b>	An article about an unusual workplace; An interview about using the internet; Two informal emails
<b>Listening</b>	A conversation about family routines; Three conversations about gadgets; Making arrangements to go out; A monologue about someone's family.
<b>Pronunciation</b>	Sentence stress; Sound and spelling: /aɪ/ and /eɪ/; Word stress; Main stress and intonation; Main stress; Thinking about what you want to say
<b>Writing</b>	A dialogue; Notes about routines you share with other people; Sentences about gadgets you've got; Questions about gadgets you've got; An informal email invitation; Inviting and replying.
<b>Cultural Component</b>	Irish physical characteristics

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

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

-  **[32] Listening:** Listen to someone speaking and identify in depth information about the speaker (1, 7).
-  **[43] Vocabulary:** use a range of time expressions to describe an event or sequence of events (3, 14)
-  **[35] Pronunciation:** Stress words as appropriate when reading sentences aloud (15).

### Week 4: (Pages 39-48)

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>	Food; Cooking
<b>Grammar</b>	Countable and uncountable nouns; <i>a/an, some, any</i> ; Quantifiers: much, many, a lot (of)
<b>Functional Language</b>	Arriving at a restaurant; Ordering a meal in a restaurant.
<b>Speaking</b>	Buying food; The food you like and don't like; Cooking programmes; Cooking; The food you eat; Arriving at a restaurant; Ordering a meal in a restaurant; Changing what you say; Cooking; A good cook you know; Cooking for others.
<b>Reading</b>	An article about world markets; A factfile about Albert Adriá; Two personal emails; A cooking blog
<b>Listening</b>	A conversation about buying food; A conversation about cooking; At a restaurant; Four monologues about cooking
<b>Pronunciation</b>	Sound and spellings: <i>ea</i> ; Sound and spelling: /k/ and /g/
<b>Writing</b>	Questions about food; A blog post about something you know how to do; Making the order clear

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

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

- 📖 [42] **Listening:** Make predictions before listening to a conversation and afterwards assess whether these predictions were accurate (1, 7).
- 📖 [11] **Functional language:** use common phrases to order food and make polite requests in a restaurant (8, 11, 14,15, 16).
- 📖 [23] **Listening:** use existing knowledge to predict content (1,7)
- 📖 [15] **Reading:** Identify errors in sentences related to a text and correct them (2,7).






### 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>	Places in a city; Furniture
<b>Grammar</b>	<i>There is/there are</i> ; Possessive pronouns and possessive 's
<b>Functional Language</b>	Asking for and giving directions
<b>Speaking</b>	Places you like; Describing a picture of a town; What there is in a town; Your home and furniture; Giving and following directions; Checking what other people say; What makes a good neighbourhood; Your neighbourhood
<b>Reading</b>	An article about an unusual town; An advertisement; A website about neighbourhoods around the world
<b>Listening</b>	A conversation about a new home; On the street; Three monologues about neighbourhoods
<b>Pronunciation</b>	<i>There's</i> ; Sound and spelling: /b/ and /p/; Sound and spelling: vowels before <i>r</i> ; Sentence stress
<b>Writing</b>	Question and sentences about what there is in a town; Sentences about your home; A description of you neighbourhood; Linking ideas with <i>and, but</i> and <i>so</i>
<b>Cultural Component</b>	Modern Irish music

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

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

-  [29] **Grammar:** express ownership using possessive pronouns and the “possessive ‘s” (3, 4, 6, 8, 14)
-  [33] **Functional Language:** Give directions from one place to another (3,5, 9,10, 11, 4, 15,16).
-  [21] **Vocabulary:** Utilize a range of vocabulary to describe urban areas (3, 14)
-  [41] **Listening:** assess whether someone likes or dislikes something based on their comments about it (1 ,7)
-  [14] **Writing:** write a description of the area where you live (4, 6).

### Week 6: (Pages 59-68)

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>	Family; Years and dates; Past simple: irregular verbs
<b>Grammar</b>	Past simple: <i>be</i> ; Past simple: <i>positive</i>
<b>Functional Language</b>	Leaving a voicemail message
<b>Speaking</b>	Your family; Steve Jobs; What you did at different times; A childhood hobby; Leaving a voicemail message; Asking for someone on the phone; Asking someone to wait; Important years in your life
<b>Reading</b>	An article about Steve Jobs; A life story
<b>Listening</b>	A conversation about a family tree; A conversation about childhood hobbies; On the phone; A monologue about someone's life story
<b>Pronunciation</b>	Sound and spelling: /ʌ /; Sentence stress; <i>-ed</i> endings; Sound and spelling: <i>ea</i> ; Sound and spelling: <i>a</i>
<b>Writing</b>	Notes about your family; Notes about a childhood hobby; A life story about someone in your family; Linking ideas in the past

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

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

- 📖 [39] **Functional language:** Leave a message for someone over the phone (8,14,15,16).
- 📖 [22] **Speaking:** Speak about memorable past experiences in my life (3, 5,11, 15).
- 📖 [44] **Reading:** analyze a text and identify the order of events as they occurred (2,7)




### Week 7: (Pages 69-78)

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>	Transport; Transport adjectives
<b>Grammar</b>	Past simple: negative and questions; <i>love/like/don't mind/hate</i> + verb + <i>-ing</i> ;
<b>Functional Language</b>	Saying <i>excuse me</i> and <i>I'm sorry</i>
<b>Speaking</b>	A trip around your country; Metros and express buses you know; Disagreeing about transport; Transport you use; Saying <i>excuse me</i> and <i>I'm sorry</i> ; Showing interest; Homestay families; English-speaking countries you'd like to visit
<b>Reading</b>	Three stories about holidays; A webpage about city transport around the world; Four reviews of transport systems; Two online profiles; An email from Ahmed
<b>Listening</b>	A conversation about travelling; A conversation about transport in Moscow; On the train; A conversation about choosing a homestay family
<b>Pronunciation</b>	<i>Did you</i> ; Sound and spelling: /ɔɪ/; Word stress; Intonation for saying <i>excuse me</i> ; Emphasising what we say
<b>Writing</b>	Notes about a trip around your country; Notes about transport; An email about yourself; Linking ideas with <i>after</i> , <i>when</i> and <i>while</i>
<b>Cultural Component</b>	How Irish communicate

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

#### I can...

-  **[34] Reading:** Use textual clues to match information with a person (2,7).
-  **[8] Grammar:** ask questions and form negative sentences using the past simple (3, 5, 11, 14, 15).
-  **[40] Reading:** locate key information in a text (2, 7).

### Week 8: (Pages 79-88)

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 and exercise; Parts of the body; Appearance
<b>Grammar</b>	<i>Can/can't, could/couldn't</i> for ability; <i>have to/don't have to</i>
<b>Functional Language</b>	Talking about health and how you feel
<b>Speaking</b>	Famous sporting events and people; Running and exercise; Present and past abilities; Getting fit; The things people have to do; Yoga; Parts of the body; Health and how you feel; Expressing sympathy; Free-time activities in your country; Your free-time activities.
<b>Reading</b>	An article about Paralympian Jonnie Peacock; An article about High Intensity Interval Training; An email about a company blog; A blog article about free-time activity
<b>Listening</b>	A podcast about training for a marathon; Two monologues about exercise; At the gym; A conversation about a free-time activity
<b>Pronunciation</b>	<i>Can, can't, could</i> and <i>couldn't</i> ; Sound and spelling: /u:/ and /ʊ /; <i>have to</i> ; Word stress; Joining words
<b>Writing</b>	Sentences about present and past abilities; Sentences and notes about what people have to do; An article; Linking ideas with <i>however</i> ; Adverbs of manner

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

#### I can...

- 📖 [25] **Grammar:** express obligation using “have to” and “don’t have to” (4, 14).
- 📖 [26] **Functional language:** state symptoms to describe an illness (3, 8,9,11,14,15,16).
- 📖 [2] **Vocabulary:** orally describe someone’s appearance (3, 11, 14).
- 📖 [38] **Writing:** Write an article about a hobby you enjoy doing (4, 6).
- 📖 [30] **Pronunciation:** Differentiate between /ʊ / and /u:/ sounds (15).






### Week 9: (Pages 89-98)

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>	Shopping; Money and prices; Clothes
<b>Grammar</b>	Present continuous; Present simple or present continuous
<b>Functional Language</b>	Choosing clothes; Paying for clothes
<b>Speaking</b>	Meeting friends in town; Saying where you are and what you're doing; Shopping; Festivals in your country; Clothes; Choosing clothes; Paying for clothes; Saying something nice; The presents you like to get; Giving presents and thanking people for them
<b>Reading</b>	Two posts about living abroad; text messages about what people are doing; Two thank-you emails
<b>Listening</b>	Four phone conversations about meeting; Two phone conversations about what people are wearing; Shopping for clothes; Four monologues about giving presents
<b>Pronunciation</b>	Word stress in compound nouns; Sentence stress; Sound and spelling: <i>o</i> ; Syllables; Joining words
<b>Writing</b>	
<b>Cultural Component</b>	Irish legends and literature

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

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

-  **[5] Grammar:** use the present continuous to describe actions happening right now (3, 5, 11, 14, 15).
-  **[20] Functional language:** use common phrases related to going shopping (3, 8,9,14, 15, 16).
-  **[12] Writing:** write an informal email (4, 6).
-  **[16] Vocabulary:** recognise and use common vocabulary related to shopping (1, 2, 5, 7).
-  **[13] Pronunciation:** use appropriate linking sounds to connect words in a sentence (15).

### **Week 10: (Pages 99-108)**

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>	IT collocations; High numbers
<b>Grammar</b>	Comparative adjectives; Superlative adjectives
<b>Functional Language</b>	Asking for help
<b>Speaking</b>	Headphones and earbuds; Phones; Comparing two similar things; Languages; Blogs and language websites; High numbers; Asking for help; Checking instructions; Sending messages; Social media posts
<b>Reading</b>	An online discussion about headphones and earbuds; A blog about languages; Four text messages; Six posts on an online discussion board
<b>Listening</b>	A conversation about phones; A radio programme about languages; Asking for help; Three monologues about text messages
<b>Pronunciation</b>	Sentence stress; Word stress; Main stress; Main stress and intonation
<b>Writing</b>	Notes about two similar things; A post expressing an opinion; Linking ideas with <i>also, too</i> and <i>as well</i>

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

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

- 📖 [18] **Grammar:** construct sentences using comparative adjectives (3,4,14).
- 📖 [19] **Grammar:** use superlatives to describe something as being the most or least (8,11, 14, 15, 16).
- 📖 [24] **Reading:** Summarize the main points of a text (2,7,10).





### 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>	Irregular past participles; Music
<b>Grammar</b>	Present perfect; Present perfect or past simple
<b>Functional Language</b>	Asking for and expressing opinions
<b>Speaking</b>	Popular films, TV programmes and books; Budapest; Kinds of music; Entertainment events in your town or city; Going out in the evening; Asking for and expressing opinions; Responding to an opinion
<b>Reading</b>	Three fact files about actors; A magazine quiz about actors; An article about actors; An article about Budapest; Three film reviews
<b>Listening</b>	A conversation about a magazine quiz; A conversation about music in Budapest; A night out; A conversation about a film
<b>Pronunciation</b>	Sentence stress; Sound and spelling: /ɜ:/; Syllables; Main stress and intonation
<b>Writing</b>	Questions about films, TV programmes and books; Notes about entertainment events in your town or city; A film review; Structuring a review
<b>Cultural Component</b>	Visual Ireland

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

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

-  **[31] Grammar:** differentiate between the appropriate usage of present perfect and past simple (4, 14).
-  **[36] Speaking:** Listen to someone giving their opinion and respond appropriately(1, 7, 5, 10,11).
-  **[9] Pronunciation:** Identify the stressed syllable in words (15).
-  **[17] Reading:** analyse a piece of text and recognize the authors opinion (2,7).




### Week 12: (Pages 119-128)

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>	Geography; Travel collocations
<b>Grammar</b>	<i>Be going to; should/shouldn't</i>
<b>Functional Language</b>	Checking in at a hotel; Asking for tourist information
<b>Speaking</b>	Natural places; Important things when on holiday; Holiday plans; Living in a different country; Travelling and holidays; Giving advice about travelling; Checking in at a hotel; Asking for tourist information; Showing surprise; Planning holidays; Porto
<b>Reading</b>	A webpage about holidays; An article about living in a different country; An email with travel advice; An email asking for travel advice
<b>Listening</b>	Two conversations about holidays; Two monologues about things people like when travelling; A prize holiday; A conversation about a planned holiday
<b>Pronunciation</b>	Syllables and word stress; Sentence stress; <i>should/shouldn't</i> ; Intonation for showing surprise; Consonant clusters
<b>Writing</b>	An email with travel advice; Paragraph writing

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

##### I can...

-  **[10] Grammar:** use "be going to" to talk about my plans and predict what will happen in the future (5,11, 14,16)
-  **[28] Grammar:** use "should" to give advice (5,14,16)
-  **[6] Vocabulary:** use common verb phrases when speaking about going on holiday (3,5,11, 14, 15)