



S English **W** Language **A** Training **N**

GE - Level A1 Syllabus

(CEFR Level A1)

A1 Course Syllabus

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 11.00 Class tutor time	Introduce topic and weekly objectives. Practise Key lexis and target language Focus on pair/group work	Review lexis and objectives from Monday . Focus on communicative practice in relevant core skills (based on weekly outcomes and syllabus focus)	Focus on language in use in addition to form. Prepare students for integrated skills. **Address any issues/ learning needs emerging from tutorials or previous classroom tasks.	Weekly Assessment (Speaking Test) Weekly one-to-one Tutorials: *Initiate individual learning targets with students. *Review monthly tutorial learning goals(e.g. H/W, areas for improvement in core skills, class conduct, exam targets)	Revise weekly topic and focus or errors. Prepare students for weekly assessment through pair/grp work & peer correction Weekly Assessment (Skills Test)
11.00 - 11.20	Break	Break	Break	Break	Break
11.20 - 13.00 Class tutor time	Focus on review of target language and productive skills Irish Culture Topic	Integrated grammar/ vocabulary development Life skills	Integrated grammar/ vocabulary development Life skills	Integrated grammar/ vocabulary development Life skills	Weekly Assessment (Unit Test)

Coursebooks: *National Geographic Outcomes Beginners (1st edition-2019)*

Speaking exam practice: <http://ielt.ie/teacher-information1> , [TIE Handbook](#) (click to follow link).

See schedule. Steps 1-5. Teachers to begin with steps 1 and 2 of the TIE oral exam with selected students to model exam format, following on from weekly TIE input (Fridays, session 1). Guidelines and exam practice format available with tutorial form on G-drive.

Supplementary materials: Suggested supplementary materials are listed at the end of each weekly topic. This is a selection only and more resources should/may be used. The syllabus also includes a topic of Irish culture each week. Please ensure that these areas are covered.

Please fill in your lesson plan on the shared Google Drive (ask ADOS for link) by Monday afternoon at the latest so that the teacher you are sharing with can plan accordingly.

A1 Outcomes	
Listening	● I can understand simple words and phrases, like "excuse me", "sorry", "thank you", etc. I can understand the days of the week and months of the year. I can understand times and dates. I can understand numbers and prices
Reading	● I can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures.
Speaking	● I can give personal information (address, telephone number, nationality, age, family, and hobbies). I can very simply describe myself and my family. I can very simply describe where I live
Writing	● I can write about myself and where I live, using short, simple phrases.

A1 - Course Plan – Week 1

Week	Topic	Main language focus	Life skills	Resources
Week 1	Be	'm, 's, 're, questions with <i>be</i> , <i>his</i> , <i>her</i> , <i>our</i> , <i>their</i> , not	Numbers 1-22, times and prices, checking names, ordering and serving drinks	Outcomes Beginner Unit 1 P.6

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Understand very short, simple texts with familiar names, words and basic phrases (Overall Reading Comprehension).

- Practise reading for comprehension and forming questions – *Invitations*

Pronunciation: Reproduce correctly a limited range of sounds as well as stress on simple, familiar words and phrases (Phonological Control).

- Have an understanding about listening to fast and slow speech

Grammar: Use a limited range of simple grammatical structures and sentence patterns (Grammatical Accuracy).

- Understand how to use *be* in the present tense
- Understand how to use *be* when making questions
- Understand how to use *his*, *her*, *our*, *their*
- Practise the negative form *not* with *be*

Writing: Write simple isolated phrases and sentences using basic words and expressions (Overall Written Production).

- Write basic personal information

Speaking: Ask and answer simple questions and use basic expressions related to personal details (Overall Spoken Interaction).

- Ask questions to check names
- Identify who various people are
- Ask and answer questions with *be*
- Practise ways of ordering and serving drinks

Vocabulary: Have a basic repertoire of words and phrases related to personal information and everyday situations (Vocabulary Range).

- Say numbers 1-22
- Use words to describe people in their lives
- Practise using question words
- Use numbers to give times and prices
- Say words from a menu

Listening: Understand familiar words and very basic phrases concerning themselves when people speak slowly and clearly (Overall Listening Comprehension).

- Understand key phrases when greeting and introducing a friend
- Listen for gist and specific information

Irish Culture:

- Questions about Ireland

Suggested Supplementary Material:

- *English File Beginner - Unit 1A*
- *Headway Beginner - Unit 1*
- *Open Mind A1 - Unit 1*
- *Reward Stater - Unit 1/3*
- *English Vocabulary in Use Elementary - Unit 8/10*
- *Irish Culture Book Elementary/Pre-Intermediate - Unit 1*

A1 - Course Plan – Week 2

Week	Topic	Main language focus	Life skills	Resources
Week 2	Live, Work, Eat	Present simple, plural/no plural, <i>like/don't like</i>	Describing where someone lives, and you?, describing jobs, food and drinks	Outcomes Beginner Unit 2 P.14

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Understand very short, simple texts with familiar names, words and basic phrases (Overall Reading Comprehension).

- Practise reading for comprehension – *The World in One City*

Pronunciation: Reproduce correctly a limited range of sounds as well as stress on simple, familiar words and phrases (Phonological Control).

- Practise intonation patterns in questions
- Have an understanding about listening to fast and slow speech

Grammar: Use a limited range of simple grammatical structures and sentence patterns (Grammatical Accuracy).

- Understand and use the present simple in the affirmative form
- Understand and use the present simple to form questions with *do you*
- Understand plural forms

Writing: Write simple isolated phrases and sentences using basic words and expressions (Overall Written Production).

- Describe where they live

Speaking: Ask and answer simple questions and use basic expressions related to familiar topics (Overall Spoken Interaction).

- Talk about where someone lives
- Use *And you?* in conversations
- Describe jobs
- Ask and answer questions about food and prices
- Practise ways of ordering food and drinks
- Ask and answer certain personal questions

Vocabulary: Have a basic repertoire of words and phrases related to everyday situations (Vocabulary Range).

- Understand and say words to describe where they live
- Understand and use words to describe jobs
- Practise words to describe food and drinks

Listening: Understand familiar words and very basic phrases when people speak slowly and clearly (Overall Listening Comprehension).

- Listen for general information and key words

Irish Culture:

- Irish Food

Suggested Supplementary Material:

- *English File Beginner - Unit 5A/6A*
- *Headway Beginner - Unit 1/2*
- *Unlock 1 - Units 8*
- *Open Mind A1 - Unit 5/6*
- *English Vocabulary in Use Elementary - Unit 10/14*
- *Irish Culture Book Elementary/Pre-Intermediate - Unit 2*

A1 - Course Plan – Week 3

Week	Topic	Main language focus	Life skills	Resources
Week 3	Love, Want, Need	Negatives with <i>be</i> , present simple: Present simple questions: <i>does</i> , <i>A</i> and <i>any</i>	Responding to news, asking people how they are, using common adjectives	Outcomes Beginner Unit 3 P. 24

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Understand very short, simple texts with familiar names, words and basic phrases (Overall Reading Comprehension).

- Practise reading for general understanding and for specific information – *What Do People Want?*

Pronunciation: Reproduce correctly a limited range of sounds as well as stress on simple, familiar words and phrases (Phonological Control).

- Correctly produce certain forms of fast and slow speech

Grammar: Use a limited range of simple grammatical structures and sentence patterns (Grammatical Accuracy).

- Understand and use the negative form of *be* in the present simple
- Understand and use the present simple negative with *doesn't*
- Understand and use *does* to make present simple questions
- Understand and use *a* and *any*

Writing: Write simple isolated phrases and sentences using basic words and expressions (Overall Written Production).

- Write questions using *have* and *want* in the present simple

Vocabulary: Have a basic repertoire of words and phrases related to familiar situations (Vocabulary Range).

- Practise a range of common adjectives
- Use collocations with *go*, *take* and *want*
- Use words to describe things they take on holiday

Speaking: Ask and answer simple questions and respond to simple statements (Overall Spoken Interaction).

- Use key phrases when asking people how they are
- Practise ways of responding to news
- Practise ways of asking for help in conversations
- Ask and answer certain questions

Listening: Understand familiar words and very basic phrases when people speak slowly and clearly (Overall Listening Comprehension).

- Listen for comprehension and key words
- Listen for general and specific information

Irish Culture:

- Irish Physical Characteristics

Suggested Supplementary Material:

- *Headway Beginner – Unit 5*
- *English File Beginner – Unit 4A*
- *Open Mind A1 – Unit 2*
- *Reward Starter – Unit 5*
- *English Vocabulary in Use Elementary – Unit 37/41/56*
- *Irish Culture Book Elementary/Pre-Intermediate – Unit 3*

A1 - Course Plan – Week 4

Week	Topic	Main language focus	Life skills	Resources
Week 4	Where and When?	Is there....?/There's, Adverbs of Frequency, Can.....?	Asking about places and saying what's there, giving directions, asking permission	Outcomes Beginner Unit 4 P. 32

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Understand very short, simple texts with familiar names, words and basic phrases (Overall Reading Comprehension).

- Work out the meaning of words from context – *The End of the Working Week*

Pronunciation: Reproduce correctly a limited range of sounds as well as stress on simple, familiar words and phrases (Phonological Control).

- Practise listening to fast and slow speech

Grammar: Use a limited range of simple grammatical structures and sentence patterns (Grammatical Accuracy).

- Understand and use *Is there....?* and *There's....* to ask and say where places are
- Understand and use adverbs of frequency with the present simple
- Understand how to use *Can....?* to ask for permission or ask someone to do something

Writing: Write simple isolated phrases and sentences using basic words and expressions (Overall Written Production).

- Practise writing sentences using *there is/there isn't* and *but*

Vocabulary: Have a basic repertoire of words and phrases related to everyday environments (Vocabulary Range).

- Understand and use words for places in a city, town or village
- Understand and use days and times of the day
- Use certain classroom verbs

Speaking: Ask and answer simple questions and use basic expressions for everyday needs (Overall Spoken Interaction).

- Practise using *called* to say the names of things and places
- Respond to a range of questions in the present simple
- Practise asking and answering questions

Listening: Understand familiar words and very basic phrases when people speak slowly and clearly (Overall Listening Comprehension).

- To practise listening for general information and key words

Irish Culture:

- Modern Irish Music

Suggested Supplementary Material:

- *Unlock 1 - Unit 4*
- *Headway Beginner - Unit 8*
- *Open Mind A1 - Unit 2*
- *Reward Starter - Unit 26*
- *English Vocabulary in Use Elementary - Unit 27/28*
- *Irish Culture Book Elementary/Pre-Intermediate - Unit 5*

A1 - Course Plan – Week 5

Week	Topic	Main language focus	Life skills	Resources
Week 5	Going Places	Are there...?/There are...?, Talking about plans (<i>going to</i>), asking about plans (<i>going and doing</i>)	Talk about travel, good places to go, buying a ticket, plans	Outcomes Beginner Unit 5 P. 42

Objectives: *By the end of this period, students should be able to:*

Reading: *Understand very short, simple texts with familiar names, words and basic phrases (Overall Reading Comprehension).*

- Read for general and specific comprehension and to work out meaning from context – *Why I Love Train Travel*

Pronunciation: *Reproduce correctly a limited range of sounds as well as stress on simple, familiar words and phrases (Phonological Control).*

- Practise listening to fast and slow speech

Grammar: *Use a limited range of simple grammatical structures and sentence patterns (Grammatical Accuracy).*

- Understand and use *Are there...?* and *There are...* to ask and talk about places in a city, town, village
- Understand and use *I'm/We're going...* to talk about future plans
- Practise using *going* and *doing* to ask about plans

Writing: *Write simple isolated phrases and sentences using basic words and expressions (Overall Written Production).*

- Write sentences using phrases to describe journeys

Vocabulary: *Have a basic repertoire of words and phrases related to everyday situations (Vocabulary Range).*

- Understand and use phrases to talk about journeys
- Practise words used when buying a ticket

Speaking: *Ask and answer simple questions about familiar topics (Overall Spoken Interaction).*

- Talk about where they go and what they do there
- Use *best* to talk about one thing that is very good
- Understand how to use the phrase *where are you going?*
- Understand how to use *I'll meet you* to say when and where to meet

Listening: *Understand familiar words and very basic phrases when people speak slowly and clearly (Overall Listening Comprehension).*

- Listen for gist and for specific words
- Listen for general understanding and to recognise new forms in context

Irish Culture:

- English Spoken in Ireland

Suggested Supplementary Material:

- *Unlock 1 - Unit 10*
- *Headway Beginner - Unit 14*
- *Empower A1 - Unit 6*
- *English Vocabulary in Use Elementary - Unit 17/30*
- *Irish Culture Book Elementary/Pre-Intermediate - Unit 7*

A1 - Course Plan – Week 6

Week	Topic	Main language focus	Life skills	Resources
Week 6	Away From Home	Past simple (regular and irregular verbs, negatives and questions)	Talking about problems, hotels and checking in, talking about a stay somewhere	Outcomes Beginner Unit 6 P. 50

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Understand very short, simple texts with familiar names, words and basic phrases (Overall Reading Comprehension).

- Practise reading for general understanding – *A Holiday in Costa Rica*

Pronunciation: Reproduce correctly a limited range of sounds as well as stress on simple, familiar words and phrases (Phonological Control).

- Practise pronouncing fast speech using the past simple

Grammar: Use a limited range of simple grammatical structures and sentence patterns (Grammatical Accuracy).

- Understand and use the past simple affirmative using common irregular verbs
- Understand and use past simple negatives with regular and irregular verbs
- Understand how to form and use past simple questions with *did*

Writing: Write simple isolated phrases and sentences using basic words and expressions (Overall Written Production).

- Write about a place they went to on holiday

Vocabulary: Have a basic repertoire of words and phrases related to everyday experiences (Vocabulary Range).

- Use words to talk about problems
- Understand and use vocabulary for checking in at a hotel

Speaking: Ask and answer simple questions about past events (Overall Spoken Interaction).

- Say they have a problem and respond with *don't worry/that's ok*
- Talk about what they usually do and eat
- Ask and answer questions

Listening: Understand familiar words and very basic phrases when people speak slowly and clearly (Overall Listening Comprehension).

- Listen for gist and for specific words – *Meeting a Friend at the Airport*
- Listen for general and specific information and recognise new forms in a text – *A Conversation at a Hostel*

Irish Culture:

- Traditional Irish Music

Suggested Supplementary Material:

- *English File Beginner – Unit 11A/B*
- *Headway Beginner – Unit 11*
- *English Vocabulary in Use Elementary – Unit 19*
- *Irish Culture Book Elementary/Pre-Intermediate – Unit 4*

A1 - Course Plan – Week 7

Week	Topic	Main language focus	Life skills	Resources
Week 7	Going Out and Staying In	Like + ing, Present Continuous, I'm and are you...?, this/these, one/ones	Talking about activities, buying clothes, talking about likes/preferences	Outcomes Beginner Unit 7 P. 60

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Understand very short, simple texts with familiar names, words and basic phrases (Overall Reading Comprehension).

- Read for general comprehension and guess the meaning of words from context – Are You a Big Reader?

Pronunciation: Reproduce correctly a limited range of sounds as well as stress on simple, familiar words and phrases (Phonological Control).

- Listen to and produce fast speech

Grammar: Use a limited range of simple grammatical structures and sentence patterns (Grammatical Accuracy).

- Understand and use like/love and don't/doesn't like + -ing
- Understand and use the present continuous for activities taking place now or at the moment
- Understand and use this/these, one/ones

Writing: Write simple isolated phrases and sentences using basic words and expressions (Overall Written Production).

- Write about what people read or watch on TV

Vocabulary: Have a basic repertoire of words and phrases related to everyday activities (Vocabulary Range).

- Understand and use words to describe activities
- Understand and use words for nationalities/countries
- Use useful phrases and words for buying clothes

Speaking: Ask and answer simple questions about likes and activities (Overall Spoken Interaction).

- Use phrases when greeting and introducing a friend
- Practise using me too and I prefer
- Talk about books and shopping
- Practise ways of asking about and saying what people think

Listening: Understand familiar words and very basic phrases when people speak slowly and clearly (Overall Listening Comprehension).

- Listen for general comprehension and for key words

Irish Culture:

- Irish Modern Music

Suggested Supplementary Material:

- *English File Beginner - Unit 9B*
- *Empower A1 - Unit 5*
- *English Vocabulary in Use Elementary - Unit 4/18/25*
- *Irish Culture Book Elementary/Pre-Intermediate - Unit 5*

A1 - Course Plan – Week 8

Week	Topic	Main language focus	Life skills	Resources
Week 8	Here and There	Present Continuous (all forms), Personal pronouns	Talk about houses, talk about something you lost, sending messages	Outcomes Beginner Unit 8 P. 68

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Understand very short, simple texts with familiar names, words and basic phrases (Overall Reading Comprehension).

- Practise reading for general comprehension and to work out the meaning of words from context - *Homeworkers*
- Practise reading comprehension and sharing information found in a text - *Agata and Higor*

Pronunciation: Reproduce correctly a limited range of sounds as well as stress on simple, familiar words and phrases (Phonological Control).

- Practise listening to and producing fast speech

Grammar: Use a limited range of simple grammatical structures and sentence patterns (Grammatical Accuracy).

- Understand how to use the present continuous
- Understand and use personal pronouns

Writing: Write simple isolated phrases and sentences using basic words and expressions (Overall Written Production).

- Write a short text about someone you know

Vocabulary: Have a basic repertoire of words and phrases related to everyday environments (Vocabulary Range).

- Practise using some common collocations
- Practise words for types of furniture in a house
- Use jobs words formed from verbs

Speaking: Ask and answer simple questions about familiar topics (Overall Spoken Interaction).

- Practise ways of sending messages to other people
- Practise using *maybe* to say they're not sure
- Ask about and say where things are
- Ask and answer questions about personal preferences

Listening: Understand familiar words and very basic phrases when people speak slowly and clearly (Overall Listening Comprehension).

- Listen for general understanding and to contextualise the use of the present continuous – *Where Are They?*
- Listen for general and specific understanding – *Talking about something you lost*

Irish Culture:

- Visual Ireland

Suggested Supplementary Material:

- *Unlock 1 - Unit 7*
- *English File Beginner - Unit 9A*
- *English Vocabulary in Use Elementary - Unit 10-13*
- *Irish Culture Book Elementary/Pre-Intermediate - Unit 11*

A1 - Course Plan – Week 9

Week	Topic	Main language focus	Life skills	Resources
Week 9	Healthy and Happy	Time phrases for the past, quantity	Talk about health, illness and accidents, describing countries/cultures	Outcomes Beginner Unit 9 P.78

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Understand very short, simple texts with familiar names, words and basic phrases (Overall Reading Comprehension).

- Read for general and specific understanding and to work out meaning of words from context – *Iceland: Possibly the Best Country in the World*

Pronunciation: Reproduce correctly a limited range of sounds as well as stress on simple, familiar words and phrases (Phonological Control).

- Understand certain phonemes

Grammar: Use a limited range of simple grammatical structures and sentence patterns (Grammatical Accuracy).

- Understand and use time phrases for the past
- Understand how to express quantity

Writing: Write simple isolated phrases and sentences using basic words and expressions (Overall Written Production).

- Practise writing about their country

Vocabulary: Have a basic repertoire of words and phrases related to everyday situations (Vocabulary Range).

- Understand and use words used to describe health and accidents
- Practise words associated with culture and society
- Understand and use words to say how they met and why they moved somewhere

Speaking: Ask and answer simple questions about familiar topics (Overall Spoken Interaction).

- Talk about a past accident
- Ask people if they are feeling better
- Practise ways to ask if people have been to places

Listening: Understand familiar words and very basic phrases when people speak slowly and clearly (Overall Listening Comprehension).

- Listen for general comprehension – *Are You Feeling Better?*
- Listen for specific words and phrases in a text – *Meeting and Moving*

Irish Culture:

- Irish Sport

Suggested Supplementary Material:

- *Unlock 1 – Unit 3*
- *Headway Beginner – Unit 12*
- *Open Mind A1 – Unit 6*
- *English Vocabulary in Use Elementary – Unit 3/6*
- *Irish Culture Book Elementary/Pre-Intermediate – Unit 10*

A1 - Course Plan – Week 10

Week	Topic	Main language focus	Life skills	Resources
Week 10	News	Future: <i>am/are/is going</i> , past forms review	Talk about the weather, plans and predictions, talk about simple news stories	Outcomes Beginner Unit 10 P.86

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Understand very short, simple texts with familiar names, words and basic phrases (Overall Reading Comprehension).

- Read for general and specific understanding and to work out meaning of words from context – *A Year of Fun in One Weekend*

Pronunciation: Reproduce correctly a limited range of sounds as well as stress on simple, familiar words and phrases (Phonological Control).

- Pronounce various vowel sounds

Grammar: Use a limited range of simple grammatical structures and sentence patterns (Grammatical Accuracy).

- Understand and use *going to* for future plans and predictions
- Revise past forms

Writing: Write simple isolated phrases and sentences using basic words and expressions (Overall Written Production).

- Write about an event

Vocabulary: Have a basic repertoire of words and phrases related to everyday situations (Vocabulary Range).

- Understand and use words used to describe summer and winter
- Understand and use words connected to entertainment
- Use certain phrases to describe news stories

Speaking: Ask and answer simple questions about familiar topics (Overall Spoken Interaction).

- Talk about plans and predictions
- Suggest ideas and use phrases to decide when and where to meet
- Use phrases to express opinions with *I think so* and *I don't think so*
- Practise describing personal skills

Listening: Understand familiar words and very basic phrases when people speak slowly and clearly (Overall Listening Comprehension).

- Listen for general and specific information – *Talking about the Weather*

Irish Culture:

- Irish Weather

Suggested Supplementary Material:

- *English File Beginner – Unit 12A*
- *Unlock 1 – Unit 2*
- *English Vocabulary in Use Elementary – Unit 22/26*
- *Irish Culture Book Elementary/Pre-Intermediate – Unit 8*

A1 - Course Plan – Week 11

Week	Topic	Main language focus	Life skills	Resources
Week 11	Life and History	Questions review, explaining when: time phrases, explaining why: <i>because</i> and <i>so</i>	Making and responding to invitations, life events, historical events	Outcomes Beginner Unit 11 P. 96

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Understand very short, simple texts with familiar names, words and basic phrases (Overall Reading Comprehension).

- Read closely for specific understanding and to work out the meaning of words from context – *A Changed Life: John Bird*

Pronunciation: Reproduce correctly a limited range of sounds as well as stress on simple, familiar words and phrases (Phonological Control).

- Pronounce various vowel sounds

Grammar: Use a limited range of simple grammatical structures and sentence patterns (Grammatical Accuracy).

- Practise forming questions
- Understand and use time phrases
- Understand and use *because* and *so*

Writing: Write simple isolated phrases and sentences using basic words and expressions (Overall Written Production).

- Write a short life history

Vocabulary: Have a basic repertoire of words and phrases related to everyday situations (Vocabulary Range).

- Practise using months of the year
- Understand and use vocabulary related to life events
- Use phrases connected with historical approach

Speaking: Ask and answer simple questions about familiar topics (Overall Spoken Interaction).

- Talk about birthdays and anniversaries
- Practise ways of making and responding to invitations
- Describe life events using time events

Listening: Understand familiar words and very basic phrases when people speak slowly and clearly (Overall Listening Comprehension).

- Listen for general and specific understanding – *Talking about Future Events and Inviting People*

Irish Culture:

- Irish Legends and Literature

Suggested Supplementary Material:

- Headway Beginner – Unit 6/9/10
- English File Beginner – Unit 7A
- *English Vocabulary in Use Elementary – Unit 2*
- *Irish Culture Book Elementary/Pre-Intermediate – Unit 9*

A1 - Course Plan – Week 12

Week	Topic	Main language focus	Life skills	Resources
Week 12	Thank You and Goodbye	I'll, explaining purpose: for or to, telling people to do things: imperatives	Offering solutions, leaving and saying goodbye	Outcomes Beginner Unit 12 P. 104

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Understand very short, simple texts with familiar names, words and basic phrases (Overall Reading Comprehension).

- Read closely for specific understanding and to work out the meaning of words from context – *How to Give Better Gifts*

Pronunciation: Reproduce correctly a limited range of sounds as well as stress on simple, familiar words and phrases (Phonological Control).

- Understand how to pronounce certain diphthongs

Grammar: Use a limited range of simple grammatical structures and sentence patterns (Grammatical Accuracy).

- Offer solutions to problems using *I'll (I will) + verb*
- Explain purpose using *for or to*
- Practise using imperatives to tell people to do things

Writing: Write simple isolated phrases and sentences using basic words and expressions (Overall Written Production).

- Write about things they want and things people gave them

Vocabulary: Have a basic repertoire of words and phrases related to everyday situations (Vocabulary Range).

- Understand and use phrases connected with problems and solutions
- Use phrases connected with leaving and saying goodbye

Speaking: Ask and answer simple questions and use basic expressions (Overall Spoken Interaction).

- Talk about helping people
- Practise ways of saying goodbye

Listening: Understand familiar words and very basic phrases when people speak slowly and clearly (Overall Listening Comprehension).

- Listen for general and specific information – *Offering Solutions*

Irish Culture:

- Irish Science and Love

Suggested Supplementary Material:

- *Headway Beginner – Unit 11/13 (Everyday English)*
- *English Vocabulary in Use Elementary – Unit 34*
- *Irish Culture Book Elementary/Pre-Intermediate – Unit 12*

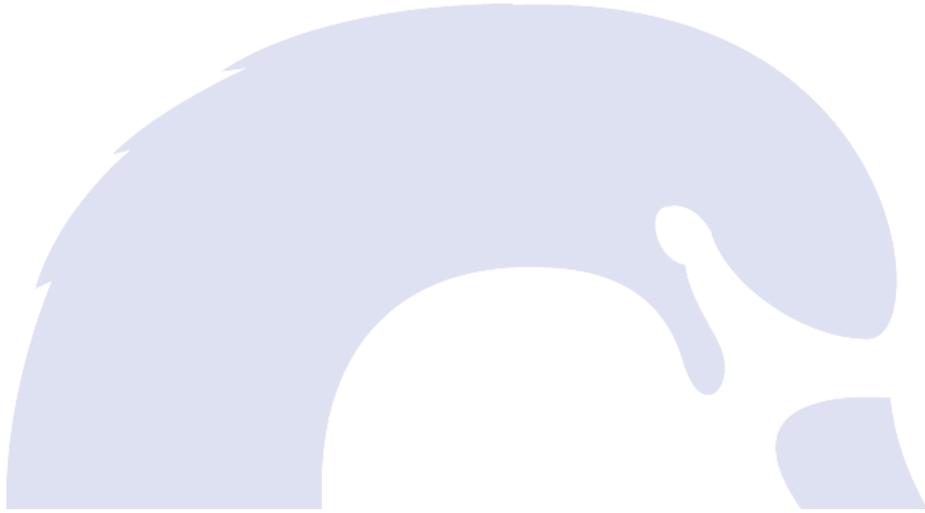
A1 - Course Plan - Week 13

Week	Topic	Main language focus	Life skills	Resources
Week 13	Revision	Revision	Revision	Revision

Weekly Outcomes:

This is a course review week

- The syllabus for this week should be negotiated clearly with the students beforehand.
- Various topics/areas should be revised as appropriate in conjunction with the course production and receptive skills.
- **A1 course topics to review include:**
Greetings, people, numbers, nationalities, describing things, days and times of day, places, directions, jobs, food/drink, health, the home, seasons, weather, parts of the body, transport, problems/solutions, opinions
- **Possible grammar areas for review include:**
Common adjectives, pronouns, verb/noun, to be, there is/are, present simple and continuous, past simple, like + -ing, quantity, plural/no plural, questions, a and any, will/going to, *because* and *so*, *for* and *to*



S English **W** Language **A** Training **N**

GE - Level A2 Syllabus

(CEFR Level A2)

A2 Course Syllabus

	Monday	Tuesday	Wednesday	Thursday	Friday
9 00 - 11.00 Class tutor time	Introduce topic and weekly objectives. Practise Key lexis and target language Focus on pair/group work	Review lexis and objectives from Monday . Focus on communicative practice in relevant core skills (based on weekly outcomes and syllabus focus)	Focus on language in use in addition to form. Prepare students for integrated skills. **Address any issues/ learning needs emerging from tutorials or previous classroom tasks.	Weekly Assessment (Speaking Test) Weekly one-to-one Tutorials: *Initiate individual learning targets with students. *Review monthly tutorial learning goals(e.g. H/W, areas for improvement in core skills, class conduct, exam targets)	TIE Exam Focus: Practise parts of the TIE exam with whole class- focus on pair work/ peer testing and correction. Weekly Assessment (Skills Test)
11.00 - 11.20	Break	Break	Break	Break	Break
11.20 - 13.00 Class tutor time	Focus on review of target language and productive skills Irish Culture Topic	Integrated grammar/ vocabulary development Life skills	Integrated grammar/ vocabulary development Life skills	Revise weekly topic and focus or errors. Prepare students for weekly assessment through pair/grp work & peer correction	Weekly Assessment (Unit Test) Review of the week

Coursebooks: ***Outcomes Elementary 2nd Edition (National Geographic 2019)/ English File Pre-Intermediate 3rd Edition 2022 (OUP)***

Speaking exam practice: <http://ielt.ie/teacher-information1> , [TIE Handbook](#) (click to follow link). See schedule. Steps 1-5. Teachers to begin with steps 1 and 2 of the TIE oral exam with selected students to model exam format, following on from weekly TIE input (Fridays, session 1). Guidelines and exam practice format available with tutorial form on G-drive.

Supplementary materials: Suggested supplementary materials are listed at the end of each weekly topic. This is a selection only and more resources should/may be used. The syllabus also includes a TIE exam focus plus a topic of Irish culture each week. Please ensure that both of these areas are covered.

Please fill in your lesson plan on the shared Google Drive (ask ADOS for link) by Monday afternoon at the latest so that the teacher you are sharing with can plan accordingly.

A2 Outcomes	
Listening	● I can understand enough of what people say to be able to meet immediate needs, provided people speak slowly and clearly.
Reading	● I can understand short, simple texts on familiar subjects, which consist of high frequency, every day or job-related language.
Speaking	● I can describe myself, my family and other people. I can describe my education, my present or last job. I can describe my hobbies and interests. I can describe my home and where I live. I can describe what I did at the weekend or on my last holiday. I can talk about my plans for the weekend or on my next holiday.

Writing	● I can write about my everyday life in simple sentences (people, places, job, school, family, hobbies, etc.).
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A2 Course Plan – Week 1

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 1	People & Places	Verb: to be, present simple, there is/there are	Getting to know each other, talking about countries & jobs	Outcomes Elementary Unit 1 P. 6

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand short, simple texts on familiar matters and can find specific, predictable information in everyday material (Overall Reading Comprehension / Reading for Information and Argument).

- Read for gist and specific information in short texts about people and place.
- Identify key details in simple descriptions (e.g. hometowns, jobs)
- Recognise familiar words and phrases related to personal information

Pronunciation: Can recognise and produce simple phonological features of everyday expressions when spoken clearly and slowly (Phonological Control).

- Practise weak forms (e.g. *do you*)
- Produce weak forms of *there is / there are*
- Distinguish key consonant sounds in connected speech (/l/, /r/, /w/, /j/)

Grammar: Can use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).

- Use present simple of be (am/is/are)
- Use present simple for basic facts and routines
- Use there is / there are to describe places

Writing: Can write a series of simple phrases and sentences linked with basic connectors about personal information (Overall Written Production).

- Write short sentences describing yourself and others
- Complete a simple personal profile (name, country, job)
- Use basic connectors (and, but) to link ideas

Speaking: Can interact in a simple way and ask and answer questions about personal details and familiar topics (Overall Spoken Interaction). Introduce oneself and others

- Ask and answer questions about personal information (name, country, job)
- Participate in short social exchanges (greetings, basic conversation)
- Describe people and places using simple language

Vocabulary: Has sufficient vocabulary to conduct simple everyday transactions involving familiar topics (Vocabulary Range).

- Use vocabulary related to jobs and workplaces
- Use words for countries and nationalities

- Understand common collocations related to personal identity

Listening: *Can understand phrases and expressions related to areas of most immediate priority when speech is clear and slow (Overall Listening Comprehension).*

- Listen for specific information in simple conversations (e.g. introductions, interviews)
- Identify key personal details such as name, job, and country
- Understand short exchanges in predictable social contexts

Exam Focus:

- Understand the contents of the TIE exam

Irish Culture:

- Questions about Ireland

Suggested Supplementary Material:

- *Keynote Elementary-Unit 3*
- *Cutting Edge Elementary - Module 1*
- *Reward Elementary - Unit 1/2*
- *English File Elementary Unit 1B/3B/10A*
- *Empower A2-Unit ½*
- *Speakout Elementary-Unit 3/4*
- *English Vocabulary in Use Elementary - Unit 14/25*
- *English Pronunciation in Use Intermediate - Unit 10/13*
- *The Irish Culture Book 1/2 - Unit 1*

A2 Course Plan – Week 2

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 2:	Free Time	To + Infinitive, -ing form, adverbs of frequency, countable/ uncountable verbs	Likes/Dislikes, making arrangements, talking about free time activities	Outcomes Elementary Unit 2 P.14

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand short, simple texts on familiar matters and can find specific, predictable information in everyday material (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for general understanding and for specific information – *Do You Have Any Free Time?*

Pronunciation: *Can recognise and produce simple phonological features of everyday expressions when spoken clearly and slowly (Phonological Control).*

- Practise weak forms of to
- To practise the sounds /k/, /g/, /s/, /z/ in continuous speech

Grammar: *Can use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).*

- Practise using verbs followed by *to + infinitive* or the *-ing* form
- Use and understand adverbs of frequency
- Practise countable & uncountable verbs

Writing: *Can write a series of simple phrases and sentences linked with basic connectors about everyday routines (Overall Written Production).*

- Complete/fill out forms (p150-151)

Speaking: *Can interact in a simple way and ask and answer questions about familiar topics and routines (Overall Spoken Interaction).*

- Ask and answer questions about likes and dislikes
- To practise ways of making arrangements using the present simple
- To talk about free time activities and English language learning experiences

Vocabulary: *Has sufficient vocabulary to conduct simple everyday transactions involving familiar topics (Vocabulary Range).*

- Use words associated with daily life
- Use phrases associated with English class

Listening: *Can understand phrases and expressions related to areas of most immediate priority when speech is clear and slow (Overall Listening Comprehension).*

- Anticipate and listen for specific information – *Likes & Dislikes*
- Listen for gist and general meaning – *A Lot of Homework*

Exam Focus:

- TIE Exam – Introduction to speaking part 1 - talking about yourself

Irish Culture:

- Irish Festivals & Social Life

Suggested Supplementary Material:

- *Speakout Elementary - Unit 2*
- *Cutting Edge Elementary - Module 4*
- *Empower A2 - Unit 3*
- *Keynote Elementary - Unit 4*
- *Reward Elementary - Unit 9/10*
- *English Vocabulary in Use Elementary - Unit 17-24*
- *English Pronunciation in Use Intermediate - Unit 4/9*
- *The Irish Culture Book 2 - Unit 11*

A2 Course Plan – Week 3

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 3	Home	Prepositions of place, pronouns, possessive adjectives, can/can't	Asking for information, Talking about the home, Asking people to do things	Outcomes Elementary Unit 3 P. 24

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand short, simple texts on familiar matters and can find specific, predictable information in everyday material (Overall Reading Comprehension / Reading for Information and Argument).*

- Read and understand a blog about family and home – *Me and My Family*

Pronunciation: *Can recognise and produce simple phonological features of everyday expressions when spoken clearly and slowly (Phonological Control).*

- Hear and produce different sounds for *can* and *can't*

Grammar: *Can use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).*

- Understand and use prepositions of place
- Use and understand pronouns, possessive adjectives and 's
- Use *can't* to say something is impossible, use *can* for permission and requests

Writing: *Can write a series of simple phrases and sentences linked with basic connectors about familiar environments (Overall Written Production).*

- Write short descriptions of a home or room
- Describe where things are using prepositions of place
- Write simple sentences about daily life at home

Speaking: *Can interact in a simple way and ask and answer questions about familiar topics and everyday situations (Overall Spoken Interaction).*

- Practise ways of asking for information
- Talk about different living situations
- Ask people to do things

Vocabulary: *Has sufficient vocabulary to conduct simple everyday transactions involving familiar topics (Vocabulary Range).*

- Use and understand words associated with rooms and furniture
- Have a basic understanding of various collocations

Listening: *Can understand phrases and expressions related to areas of most immediate priority when speech is clear and slow (Overall Listening Comprehension).*

- Listen for gist and specific information – *Talking about local places*
- Listen for information about situations that are difficult or impossible

Exam Focus:

- TIE Exam – Introduction to writing question 1 (unprescribed)

Irish Culture:

- Irish Sport

Suggested Supplementary Material:

- *Speakout Elementary* – Unit 4.1/4.2
- *Keynote Elementary* – Unit 10
- *Empower A2* – Unit 5
- *Reward Elementary* – Unit 8
- *English Vocabulary in Use Elementary* – Unit 10-13
- *English Pronunciation in Use Intermediate* – Unit 23
- *English File Elementary* – Unit 8B
- *The Irish Culture Book 2* – Unit 2

A2 Course Plan – Week 4

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 4	Holidays	Past simple regular verbs, questions & negatives, -ed endings	Talking about what you did in the past, dates and months, ask and answer questions about holidays	Outcomes Elementary Unit 4 P. 32

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand short, simple texts on familiar matters and can find specific, predictable information in everyday material (Overall Reading Comprehension / Reading for Information and Argument).

- Read and understand an email about a holiday in Ireland

Pronunciation: Can recognise and produce simple phonological features of everyday expressions when spoken clearly and slowly (Phonological Control).

- To identify and use the /t/, /d/, /id/ pronunciation of -ed endings
- To practise the fast pronunciation of *did you*
- Have some understanding of fast speech

Grammar: Can use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).

- Understand and practise the past simple
- Use and understand past simple negatives

Writing: Can write a series of simple phrases and sentences linked with basic connectors about past events (Overall Written Production).

- Write a profile on the internet (p152-153)

Speaking: Can interact in a simple way and ask and answer questions about past activities and experiences (Overall Spoken Interaction).

- Practise ways of using the expression *that sounds* to comment on what people say
- Talk about past activities and holidays
- Use past simple questions to obtain further information

Vocabulary: Has sufficient vocabulary to conduct simple everyday transactions involving familiar topics (Vocabulary Range).

- Use the months, seasons and dates accurately
- Use words associated with things people do on holidays

Listening: Can understand phrases and expressions related to areas of most immediate priority when speech is clear and slow (Overall Listening Comprehension).

- Listen for specific information – *what people did last weekend*

- Understand stories about people's last holidays

Exam Focus

- TIE Exam – Introduction to speaking part 2 – talking about a book/news story

Irish Culture:

- Irish Adventurers

Suggested Supplementary Material:

- *Speakout Elementary – Unit 1.4/6.3*
- *English File Elementary – Unit 7B*
- *Empower Elementary – Unit 7A*
- *Keynote Elementary – Unit 9*
- *Reward Elementary – Unit 18*
- *English Vocabulary in Use Elem – Unit 17/19*
- *English Pronunciation in Use Intermediate – Unit 24*
- *The Irish Culture Book 1 – Unit 12*

A2 Course Plan – Week 5

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 5	Shops, talking about prices	This/these/that /those, present continuous	Communicating in a shop, talking about prices, negotiating	Outcomes Elementary Unit 5 P. 42

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand short, simple texts on familiar matters and can find specific, predictable information in everyday material (Overall Reading Comprehension / Reading for Information and Argument).*

- Attempt to complete a jigsaw reading – A Big Sale

Pronunciation: *Can recognise and produce simple phonological features of everyday expressions when spoken clearly and slowly (Phonological Control).*

- Understand the main stress in numbers
- Pronounce the short forms of *am, is, are* when using present continuous
- Pronounce the sounds /ŋ/, /ʃ/, /tʃ/ and /dz/

Grammar: *Can use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).*

- Understand and use *this/these/that/those*
- Understand the present continuous to talk about actions that are unfinished

Writing: *Can write a series of simple phrases and sentences linked with basic connectors about everyday situations (Overall Written Production).*

- Produce short written responses related to shopping situations
- Write simple transactional phrases (prices, requests)

Speaking: *Can interact in a simple way and carry out basic transactions in shops (Transactions to Obtain Goods and Services).*

- Talk about prices and negotiating
- Talk about shops, department stores and profit-sharing
- Participate in a conversation between a shop assistant and a customer

Vocabulary: *Has sufficient vocabulary to conduct simple everyday transactions involving familiar topics (Vocabulary Range).*

- Use words connected to shops and department stores

Listening: *Can understand phrases and expressions related to everyday transactions when speech is clear and slow (Overall Listening Comprehension).*

- Understand conversations in a shop/market
- Listen for specific information – prices

Exam Focus:

- TIE Exam – Introduction to writing part 2 (prescribed)

Irish Culture:

- How Irish Speak

Suggested Supplementary Material:

- *Speakout Elementary* – Unit 4.3/8.1
- *Cutting Edge Elementary* – Module 10
- *Keynote Elementary* – Unit 2
- *Empower Elementary* – Unit 9
- *Reward Elementary* – Unit 26,
- *English File Elementary* - Unit 5B
- *English Vocabulary in Use Elementary* – Unit 18
- *English Pronunciation in Use Intermediate* – Unit 12/15
- *The Irish Culture Book 2* – Unit 7

A2 Course Plan – Week 6

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 6	Education	Modifiers – very, really, quite Comparatives	Talking about school/ university and courses	Outcomes Elementary Unit 6 P. 50

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand short, simple texts on familiar matters and can find specific, predictable information in everyday material (Overall Reading Comprehension / Reading for Information and Argument).

- Read for specific information and interpret views on the writer's opinion – *The World in a School*

Pronunciation: Can recognise and produce simple phonological features of everyday expressions when spoken clearly and slowly (Phonological Control).

- Hear and say the weak pronunciation of are /ə/ in questions
- Pronounce the sounds /e/, /ə/, /ɔ:/ and /ɜ:/ and write down words in continuous speech

Grammar: Can use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).

- Understand and use modifiers – *very, really, and quite*
- Understand and use different forms of comparatives

Writing: Can write a series of simple phrases and sentences linked with basic connectors about familiar topics (Overall Written Production).

- Write a card to congratulate/commiserate/wish someone well (p154-155)

Speaking: Can interact in a simple way and exchange opinions on familiar topics (Informal Discussion).

- Talk about ways of asking about different courses
- Discuss whether things are better or worse than in the past

Vocabulary: Has sufficient vocabulary to conduct simple everyday transactions involving familiar topics (Vocabulary Range).

- Use words associated with school, university and courses
- Use vocabulary associated with languages and countries

Listening: Can understand phrases and expressions related to everyday topics when speech is clear and slow (Overall Listening Comprehension).

- Listen and understand conversations about going to college/university
- Listen and understand a conversation about various course information

Exam Focus:

- TIE Exam - Introduction to speaking part 3 – an investigation

Irish Culture:

- Irish History on Film

Suggested Supplementary Material:

- *Empower Elementary - Unit 2*
- *English File Elementary - Unit 9C*
- *Cutting Edge Elementary - Module 13*
- *English Vocabulary in Use Elementary - Unit 15*
- *English Pronunciation in Use Intermediate - Unit 7/19*
- *The Irish Culture Book 1 - Unit 11*

A2 Course Plan – Week 7

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 7	People I know Families & Friends	Auxiliary verbs in short answers, have to/don't have to	Describing a family, talking about friends, agreeing/ disagreeing	Outcomes Elementary Unit 7 P. 60

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand short, simple texts on familiar matters and can find specific, predictable information in everyday material (Overall Reading Comprehension / Reading for Information and Argument).

- Read for general understanding and specific information – *Working Parents (Message Board)*

Pronunciation: Can recognise and produce simple phonological features of everyday expressions when spoken clearly and slowly (Phonological Control).

- Understand the intonation of words when expressing surprise – *Really?*
- Pronounce the sounds /i:/ and /l/ and write down words in continuous speech

Grammar: Can use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).

- Understand and use auxiliary verbs in short answers
- Use *have to* and *don't have to* to talk about what is necessary/unnecessary

Writing: Can write a series of simple phrases and sentences linked with basic connectors about familiar people (Overall Written Production).

- Write short descriptions of family and friends
- Write simple emails or messages
- Use connectors to link ideas
- Describe routines and responsibilities

Speaking: Can interact in a simple way and exchange information about familiar people and routines (Overall Spoken Interaction).

- Express ways of adding information
- Introduce ideas in a main text and elicit a personal response
- To share ideas and introduce the topic of a text – *A Little Help From Your Friends*

Vocabulary: Has sufficient vocabulary to conduct simple everyday transactions involving familiar topics (Vocabulary Range).

- Understand and use words to describe people in a family
- Use words associated with jobs and activities at home

Listening: Can understand phrases and expressions related to familiar topics when speech is clear and slow (Overall Listening Comprehension).

- Understand conversations about different families
- Listen for general and specific information – *Talking about Friends*

Exam Focus:

- TIE Exam – Writing a letter/email (see Empower Elementary Unit 12D)

Irish Culture:

- Irish Character & Relationships

Suggested Supplementary Material:

- *Speakout Elementary – Unit 3.2*
- *Cutting Edge Elementary – Module 2 (Task p22/23)*
- *Reward Elementary – Unit 6*
- *Empower Elementary – Unit 1B/8B*
- *English Pronunciation in Use Intermediate – Unit 6/7/45*
- *English Vocabulary in Use Elementary – Unit 1*
- *The Irish Culture Book 2 – Unit 3*

A2 Course Plan – Week 8

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 8	Plans	Going to future, would like to + infinitive	Making plans for the future, predicting, talking about life events, making suggestions, giving opinions	Outcomes Elementary Unit 8 P. 68

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand short, simple texts on familiar matters and can find specific, predictable information in everyday material (Overall Reading Comprehension / Reading for Information and Argument)..

- Use a text to set up a discussion – *Your Opinion Matters*

Pronunciation: Can recognise and produce simple phonological features of everyday expressions when spoken clearly and slowly (Phonological Control).

- Accurately notice and say the pronunciation of *going to* in fast speech
- Produce the contracted 'd form in *would like*
- Pronounce the sounds /ei/, /ai/ and /u:/ and write down words in continuous speech

Grammar: Can use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).

- Use and understand *going to* future for plans
- Use and understand *would like to + infinitive* to talk about things we want or hope to do in the future

Writing: Can write a series of simple phrases and sentences linked with basic connectors about future plans (Overall Written Production).

- Write an email to make an arrangement (p156-157)
- Write short emails to make arrangements
- Describe future plans in simple sentences
- Use connectors to organise ideas
- Express intentions clearly

Speaking: Can interact in a simple way and make suggestions and arrangements (Informal Discussion).

- Use words associated with activities and going out
- Understand and use phrases for making suggestions and giving opinions

Vocabulary: Has sufficient vocabulary to conduct simple everyday transactions involving familiar topics (Vocabulary Range).

- Use words connected with life events and plans
- Use phrases to predict the future

Listening: Can understand phrases and expressions related to familiar topics when speech is clear and slow (Overall Listening Comprehension).

- Understand conversations about future plans
- Listen for gist and specific words – Conversations regarding what people want to do
- Understand some aspects of conversations involving fast speech

Exam Focus:

- TIE Exam – Introduction to speaking part 4 – collaborative task

Irish Culture:

- Modern Irish Music

Suggested Supplementary Material:

- *Speakout Elementary – Unit 10.1*
- *Cutting Edge Elementary – Module 12*
- *Keynote Elementary – Unit 3*
- *Reward Elementary – Unit 24*
- *Empower Elementary – Unit 12A*
- *English File Elementary – Unit 7C/D*
- *English Vocabulary in Use Elementary – Unit 9*
- *English Pronunciation in Use Intermediate – Unit 2/11/18*
- *The Irish Culture Book 1 – Unit 5*

A2 Course Plan – Week 9

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 9:	Experiences	Present perfect simple, past participles	Talking about famous places, talking about past experiences, describing problems	Outcomes Elementary Unit 9 P. 78

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand short, simple texts on familiar matters and can find specific, predictable information in everyday material (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for general understanding and for personal response – *Unforgettable*

Pronunciation: *Can recognise and produce simple phonological features of everyday expressions when spoken clearly and slowly (Phonological Control).*

- Practise *have* in fast speech
- Pronounce the sounds /æ/, /b/ and /aʊ/ and write down words in continuous speech

Grammar: *Can use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).*

- Use and understand present perfect simple to talk about an action *before now* when connected to a present situation
- Use certain regular and irregular past participles

Writing: *Can write a series of simple phrases and sentences linked with basic connectors about experiences (Overall Written Production).*

- Write short texts describing personal experiences
- Use simple sequencing (and, then, after)

Speaking: *Can interact in a simple way and talk about past experiences (Overall Spoken Interaction).*

- Talk about famous buildings and places
- Participate in a conversation using a mix of past tenses
- Talk about a past experience

Vocabulary: *Has sufficient vocabulary to conduct simple everyday transactions involving familiar topics (Vocabulary Range).*

- Use words to describe problems
- Use adjectives to describe experiences

Listening: *Can understand phrases and expressions related to familiar topics when speech is clear and slow (Overall Listening Comprehension).*

- Listen for specific information – *A Conversation Between Two Tourists in Istanbul*
- Understand conversations about people's problems

Exam Focus:

- TIE Exam - Writing about a news story

Irish Culture:

- Irish Culture & History

Suggested Supplementary Material:

- *Cutting Edge Elementary - Module 14/15*
- *Empower Elementary - Unit 11A/12C*
- *Reward Elementary - Unit 32*
- *Speakout Elementary - Unit 12.1*
- *English Vocabulary in Use Elementary - Unit 17/19*
- *English Pronunciation in Use Intermediate - Unit 2/50*
- *English File Elementary - Unit 9A*
- *The Irish Culture Book 1/2 - Unit 10*

A2 Course Plan – Week 10				
Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 10	Travel	Too many, too much, not enough, superlatives	Telling the time, making recommendations, talking about cities & transport	Outcomes Elementary Unit 10 P. 86

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand short, simple texts on familiar matters and can find specific, predictable information in everyday material (Overall Reading Comprehension / Reading for Information and Argument).

- Read for general understanding and to scan read – *Taxi!*

Pronunciation: Can recognise and produce simple phonological features of everyday expressions when spoken clearly and slowly (Phonological Control).

- To pronounce /tə/, the weak pronunciation of *to*, in sentences
- To pronounce words with /ʊ/, /u:/, /ɜ:/ and /a:/ sounds

Grammar: Can use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).

- To use and understand *too much*, *too many* and *not enough*
- To use and understand superlatives

Writing: Can write a series of simple phrases and sentences linked with basic connectors about familiar topics (Overall Written Production).

- Write an email containing recommendations for tourists of a city/place (p158-159)
- Give simple recommendations in writing
- Use comparatives and superlatives
- Link ideas using basic connectors

Speaking: Can interact in a simple way and exchange information about travel and practical situations (Information Exchange).

- Say ways of telling the time
- Talk about where they live using *too much*, *too many* and *not enough*
- Ask and give recommendations
- Talk about their city using superlatives

Vocabulary: Has sufficient vocabulary to conduct simple everyday transactions involving familiar topics (Vocabulary Range).

- Use words and phrases connected to train stations
- Use vocabulary to talk about transport

Listening: *Can understand phrases and expressions related to familiar topics when speech is clear and slow (Overall Listening Comprehension).*

- Understand conversations in a train station
- Listen for gist and specific words – *a conversation in a hotel*

Exam Focus:

- TIE Exam – Speaking – Talking about yourself

Irish Culture:

- St Patrick

Suggested Supplementary Material:

- *English File Elementary - Unit 9B*
- *Cutting Edge Elementary - Module 5/9*
- *Empower Elementary - Unit 7B/10B*
- *Keynote Elementary - Unit 7*
- *Speakout Elementary - Unit 7*
- *English Vocabulary in Use Elementary - Unit 27/30*
- *English Pronunciation in Use Intermediate - Unit 18/19*
- *The Irish Culture Book 1 - Unit 11*

A2 Course Plan – Week 11

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 11	Food	Me too, neither, and auxiliaries, explaining quantity, negative adjectives	Talking about food, dishes, restaurants	Outcomes Elementary Unit 11 P. 96

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand short, simple texts on familiar matters and can find specific, predictable information in everyday material (Overall Reading Comprehension / Reading for Information and Argument).

- Read for general understanding and for specific information – *My Eating Habits*

Pronunciation: Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time (Phonological Control).

- Pronounce the sounds /lə/, /eə/ and /ʌ/

Grammar: Can use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).

- Use and understand *me too*, *me neither* and *auxiliaries* to agree/disagree
- Use and understand ways of explaining quantity

Writing: Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because” (Overall Written Production).

- Write short texts giving advice about lifestyle
- Produce simple recommendations using basic connectors

Speaking: Can deal with common aspects of everyday living such as eating and shopping, and can make simple purchases by stating what is wanted and asking the price (Transactions to Obtain Goods and Services).

- Talk about eating out/restaurants
- Order food and drink in a café/restaurant/bar
- Describe menus and traditional food from their country

Vocabulary: Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics (Vocabulary Range).

- Use words associated with cafes/restaurants/bars
- Use vocabulary to talk about different food
- Understand and use certain negative forms of adjectives

Listening: Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated (Overall Listening Comprehension).

- Understand the specific ideas of a short conversation – *In a Restaurant*
- Understand conversations connected to food

Exam Focus:

- TIE Exam – Writing a letter

Irish Culture:

- Irish Food

Suggested Supplementary Material:

- *Cutting Edge Elementary - Module 6*
- *Empower Elementary - Unit 4*
- *Reward Elementary - Unit 17*
- *English File Elementary Unit 9*
- *Speakout Elementary - Unit 5*
- *English Pronunciation in Use - Unit 14/18*
- *English Vocabulary in Use Elementary - Unit 10/20*
- *The Irish Culture Book 1 - Unit 2*

A2 Course Plan – Week 12

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 12	Feelings	Should/shouldn't, because, so and after for explaining why things happen	Talk about health, news stories, feelings and emotions	Outcomes Elementary Unit 12 P. 104

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand short, simple texts on familiar matters and can find specific, predictable information in everyday material (Overall Reading Comprehension / Reading for Information and Argument).

- Read for general understanding and to scan a text to find out what numbers refer to – *In The News Today*

Pronunciation: Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time (Phonological Control).

- Pronounce correctly *should* and *shouldn't*
- Pronounce the sounds /h/, /θ/ and /ð/ and write down words in continuous speech

Grammar: Can use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).

- Use and understand *should* and *shouldn't* + infinitive for giving advice
- Use and understand *because*, *so* and *after* to explain why something happens, the result of something happening or when something happens

Writing: Can write about everyday aspects of his/her environment and can write very short, basic descriptions of events and personal experiences (Creative Writing / Overall Written Production).

- Write an email explaining different types of food in your country (p160-161)
- Describe health problems or feelings in basic sentences
- Explain simple events using *because*, *so*, and *after*
- Organise ideas in a short connected paragraph

Speaking: Can exchange limited information on familiar and routine operational matters and can ask and answer questions about habits, routines, and past activities (Information Exchange).

- Introduce and discuss ideas in a text – *Happiness Around The World*
- Talk about different types of news stories

Vocabulary: Has sufficient vocabulary for the expression of basic communicative needs (Vocabulary Range).

- To use words to describe health problems
- To use adjectives to describe feelings
- To understand certain phrases and language used in newspapers

Listening: Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly (Listening to Radio Audio and Recordings).

- Understand conversations about parts of the body and health problems
- Understand people talking about what they did yesterday and how they felt
- Understand certain conversations involving fast speech

Exam Focus:

- TIE Exam – Talking about a news story

Irish Culture:

- Traditional Irish Music

Suggested Supplementary Material:

- *Empower Elementary – Unit 8/12B*
- *Keynote Elementary – Unit 10*
- *Reward Elementary – Unit 28*
- *English File Elementary – Unit 2C*
- *Speakout Elementary – Unit 11*
- *English Vocabulary in Use Elementary – Unit 6/7/56*
- *English Pronunciation in Use Intermediate – Unit 10/17*
- *The Irish Culture Book 1 – Unit 5*

A2 Course Plan – Week 13

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 13	Nature	Might and going to + infinitive, present perfect for duration	Talk about weather, living in cities v the countryside, animals	Outcomes Elementary Unit 13 P. 114

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Understand short, simple texts on familiar matters and can identify specific information in simpler written material such as short articles describing events (Overall Reading Comprehension / Reading for Information and Argument).

- Read for general understanding and for specific information – *Country Girl?*

Pronunciation: is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time (Phonological Control).

- Pronounce correctly *might* in natural speech
- Pronounce the sounds /kr/, /dr/, /tr/ and /str/ and write down words in continuous speech

Grammar: Use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).

- Use and understand *might* and *be going to + infinitive* to talk about the future
- Use and understand the use of the present perfect to express duration – *how long?*

Writing: Write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because” (Overall Written Production).

- Write short descriptions of weather, places, or animals
- Write simple sentences about future plans and possibilities
- Describe city and countryside life in short connected sentences

Speaking: Discuss everyday practical issues in a simple way and can discuss what to do, where to go, and make arrangements to meet (Informal Discussion).

- Use short questions without verbs
- Talk about living in the city v the countryside

Vocabulary: Have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics (Vocabulary Range).

- To use words to describe the weather
- To use vocabulary to describe the city and the countryside
- To use words associated with animals

Listening: Can understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated (Overall Listening Comprehension).

- Understand conversations about the weather and what people are going to do
- Listen for gist and specific words and phrases – *They’re Lovely Animals*

Exam Focus:

- TIE Exam – Writing about a book you have read

Irish Culture:

- Irish Weather

Suggested Supplementary Material:

- *Empower Elementary – Unit 5A/D*
- *Keynote Elementary – Unit 7/10*
- *Cutting Edge Elementary – Module 11*
- *English File Elementary – Unit 11A*
- *Speakout Elementary – Unit 4.2/10.2*
- *English Vocabulary in Use Elementary – Unit 26/28/29*
- *English Pronunciation in Use Intermediate – Unit 19*
- *The Irish Culture Book 1 – Unit 8*

A2 Course Plan – Week 14

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 14	Opinions	Will and won't for predictions, adjective + to + infinitive	Talk about films/concerts/plays, opinions, life and society	Outcomes Elementary Unit 14 P. 122

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Understand short, simple texts on familiar matters and can identify specific information in simpler written material such as letters, brochures and short newspaper articles describing events (Reading for Information and Argument)..

- To complete a jigsaw reading and to read for specific information – A New Life

Pronunciation: Be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time (Phonological Control)..

- Pronounce correctly 'll and won't in sentences
- Pronounce word endings /əns/, /mənt/ and /jən/ and write down words in continuous speech

Grammar: Use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).

- Use and understand will and won't for predictions
- Use constructions with adjective + to + infinitive

Writing: Write about everyday aspects of his/her environment in linked sentences and can write very short, basic descriptions of events and experiences (Creative Writing / Overall Written Production).

- Write short descriptions of a film, concert, play, or musical
- Give simple opinions about entertainment and facilities
- Use basic connectors to link ideas in a short paragraph

Speaking: Participate in short conversations in routine contexts on topics of interest and can express how he/she feels in simple terms (Conversation)..

- Talk about a film/concert/play/musical they have seen/been to
- Use the phrase *what's it like?* in conversations
- Give basic opinions on facilities in their countries

Vocabulary: Have sufficient vocabulary for the expression of basic communicative needs (Vocabulary Range).

- To use words to describe a film/play/musical
- To use vocabulary connected to life and society

Listening: Understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly (Listening to Radio Audio and Recordings)..

- Understand conversations involving people talking about a film and a musical
- Listen for gist and specific information – A News Report

Exam Focus:

- TIE Exam – Speaking – A collaborative task

Irish Culture:

- Irish Film

Suggested Supplementary Material:

- *Empower Elementary - Unit 11C*
- *Reward Elementary - Unit 10/37*
- *Keynote Elementary - Unit 1*
- *Cutting Edge Elementary - Module 8/13*
- *English File Elementary - Unit 12A*
- *Speakout Elementary - Unit 8.3/10.2*
- *English Vocabulary in Use Elementary - Unit 22/24*
- *English Pronunciation in Use Intermediate - Unit 40*
- *The Irish Culture Book 2 - Unit 9*

A2 Course Plan – Week 15

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 15	Technology	Be thinking of + infinitive, well & adverbs of manner	Talk about machines/ technology, discuss benefits of technology	Outcomes Elementary Unit 15 P. 132

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand short, simple texts on familiar matters and can identify specific information in simpler written material such as short articles describing events (Reading for Information and Argument).

- Read for general understanding and for specific information – *Technology Can Save Us*

Pronunciation: Be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time (Phonological Control).

- Pronounce correctly the letters of the alphabet
- Pronounce the sounds /ɑ:/, /æ/, /ɪ/, /eɪ/, /eə/, /ɒ/, /ə/ and /ɔ:/ and write down words in continuous speech

Grammar: Use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).

- Use and understand *be thinking of + ing* to talk about uncertain plans
- Use and understand the use of *well* and other adverbs of manner

Writing: Write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because” (Overall Written Production).

- Write short sentences about technology in everyday life
- Describe a website, app, or device in simple language
- Explain how something works using basic adverbs and connectors
- Write a short paragraph giving simple opinions about technology

Speaking: Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics (Overall Spoken Interaction).

- Find out how much people know about general topic
- Discuss the benefits of certain websites or pieces of software

Vocabulary: Have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics (Vocabulary Range).

- To use words to describe machines and technology
- To use vocabulary to computers and the internet
- To use words connected with what technology allows us to do

Listening: Understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated (Overall Listening Comprehension).

- Listen for gist and for specific information – *Conversations about Technology*
- Listen to and do a questionnaire about computers and technology

Exam Focus:

- TIE Exam – Writing a review (See Empower Elementary - Unit 11D)

Irish Culture:

- Irish Science, Innovation and Business

Suggested Supplementary Material:

- *Empower Elementary – Unit 3B*
- *Keynote Elementary – Unit 5*
- *Cutting Edge Elementary – Module 14*
- *English File Elementary – Unit 11C*
- *English Vocabulary in Use Elementary – Unit 16/53*
- *English Pronunciation in Use Intermediate – Unit 7/14/16/26*
- *The Irish Culture Book 2 - Unit 4*

A2 Course Plan – Week 16

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 16	Love	Past continuous, will/won't for promises	Talk about relationships, love, making promises, marriage	Outcomes Elementary Unit 16 P. 140

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Understand short, simple texts on familiar matters and can identify specific information in simpler written material such as letters, brochures and short newspaper articles describing events (Reading for Information and Argument).

- Read poems for general understanding and for specific information

Pronunciation: be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time (Phonological Control).

- Understand the stress on *was* and *were* in past continuous sentences
- Pronounce the sounds /əʊ/, /ʌ/, /ɔ:/, /ɒ/, /ɪ/ and /u:/ and write down words in continuous speech
- Pronounce certain words in fast speech

Grammar: Use simple grammatical structures correctly in predictable situations related to everyday needs (Grammatical Accuracy).

- Use and understand past continuous to show an action had started and was in progress at the time that another action happened
- Use and understand *will* and *won't* for promises

Writing: write very short, basic descriptions of events, past activities and personal experiences, using simple connected sentences (Creative Writing / Overall Written Production).

- Writing long and short messages (p164-165)
- Write short and long messages on familiar personal topics
- Describe what people were doing in a past situation
- Write simple sentences about relationships and promises
- Link ideas with basic connectors in a short paragraph

Speaking: Can tell a story or describe something in a simple list of points and can describe past activities and personal experiences (Sustained Monologue: Describing Experience).

- Use different ways to ask for information – *Did I tell you..?*
- Describe something that happened, where the people were and what they were doing
- Discuss different promises that people might make to each other

Vocabulary: Have sufficient vocabulary for coping with simple survival needs and for the expression of basic communicative needs (Vocabulary Range).

- To use words and phrases to describe love and marriage

Listening: Understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated (Overall Listening Comprehension).

- Listen for specific information – *Conversations about Relationships*
- Listen for gist and for specific information – *Love at First Sight*

Exam Focus:

- TIE Exam – Speaking - Planning an investigation

Irish Culture:

- Irish Character & Relationships

Suggested Supplementary Material:

Keynote Elementary – Unit 8

English File Elementary – Unit 2C

English Vocabulary in Use Elementary – Unit 7

English Pronunciation in Use Intermediate – Unit 16/18/50

The Irish Culture Book 2 – Unit 3

A2 Course Plan – Week 17

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 17:	Housework; make vs do; daily tasks and responsibilities	Present perfect with <i>yet, just, already</i>	Talking about life experience and managing responsibilities	New English File Pre-Intermediate Unit 4 P. 34

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension, identifying both main ideas and supporting detail (Overall Reading Comprehension / Reading for Information and Argument).

- Identify the main ideas and key supporting details in texts about everyday tasks and life experiences
- Understand how present perfect is used to describe completed and recent actions in context
- Recognise the writer's purpose when describing personal achievements or responsibilities
- Infer meaning of unfamiliar lexis related to housework and daily routines from context
- Distinguish between finished past actions and present relevance in reading texts

NEF Pre-Intermediate Unit 4 Reading a-d

Pronunciation: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur, with effective control of common sound patterns (Phonological Control).

- Produce and distinguish /j/ and /dʒ/ sounds accurately in common vocabulary
- Apply appropriate stress in sentences using present perfect forms
- Recognise weak forms in connected speech related to auxiliary verbs (have/has)
- Improve intelligibility when describing completed actions and experiences
- Develop awareness of pronunciation patterns in common verb phrases

NEF Pre-Intermediate Unit 4 Pronunciation a-c

Grammar Can use reasonably accurately a repertoire of frequently used structures and patterns associated with predictable situations, including expressing completed actions with present relevance (Grammatical Accuracy).

- Use present perfect with *just, already, and yet* to describe recent and completed actions
- Form affirmative, negative, and interrogative present perfect structures accurately
- Distinguish between present perfect and past simple in familiar contexts
- Use appropriate word order in present perfect sentences
- Apply grammar structures to describe personal experiences and daily achievements

NEF Pre-Intermediate Unit 4 Grammar a-c

Writing: Can write straightforward connected texts on familiar topics, linking a series of shorter elements into a linear sequence using basic connectors (Overall Written Production).

- Write short paragraphs describing completed tasks and recent experiences
- Use present perfect forms accurately in written communication
- Organise ideas logically using basic linking devices (*and, but, because*)
- Produce simple messages or notes about daily responsibilities
- Develop coherence when describing sequences of actions and results

NEF Pre-Intermediate Unit 4 Writing a-c

Speaking: Can communicate with some confidence on familiar routine and non-routine matters related to personal experience, expressing opinions and exchanging information (Overall Spoken Interaction).

- Talk about completed tasks and life experiences using present perfect
- Ask and answer questions about recent activities and responsibilities
- Express opinions about housework and daily routines

- Participate in discussions comparing personal habits and experiences
- Develop fluency when describing what has or hasn't been done

NEF Pre-Intermediate Unit 4 Speaking a-d

Vocabulary: *Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, using some circumlocution when necessary (Vocabulary Range).*

- Use lexical sets related to housework and daily responsibilities accurately
- Distinguish between make and do in common expressions
- Apply topic-specific vocabulary in speaking and writing tasks
- Expand vocabulary related to everyday routines and obligations
- Use collocations accurately in communicative contexts

NEF Pre-Intermediate Unit 4 Vocabulary a-c

Listening: *Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., identifying both general messages and specific details (Overall Listening Comprehension).*

- Identify main ideas and specific details in recordings about daily tasks and experiences
- Understand the use of present perfect in spoken contexts
- Recognise speakers' attitudes and intentions in familiar topics
- Follow conversations about responsibilities and completed actions
- Extract key information from short, clear audio texts

NEF Pre-Intermediate Unit 4 Listening a-c

Exam Focus:

- TIE Exam - Writing a report

Irish Culture:

- Questions about Ireland

Suggested Supplementary Material:

- *Speakout Elementary - Unit 2*
- *Cutting Edge Elementary - Module 4*
- *Empower Elementary - Unit 3A*
- *Keynote Elementary - Unit 12*
- *English File Elementary - Unit 4B*
- *Reward Elementary - Unit 7*
- *English Vocabulary in Use Elem- Unit 36-47/51*
- *English Pronunciation in Use Intermediate - Unit 25*
- *The Irish Culture Book 1/2 - Unit 1*

A2 Course Plan – Week 18

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 18	Travel and holidays; travel experiences and problems)	Present perfect vs past simple	Talking about past experiences and travel situations	New English File Pre-Intermediate Unit 5 P. 44

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension, identifying both main ideas and supporting detail (Overall Reading Comprehension / Reading for Information and Argument).

- Identify main ideas and key details in texts about travel experiences and holidays
- Distinguish between general experiences (present perfect) and specific past events (past simple)
- Understand narrative structure in travel-related texts
- Infer meaning of unfamiliar travel vocabulary from context
- Recognise the writer's purpose in describing past events

NEF Pre-Intermediate Unit 5 Reading a-d

Pronunciation: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur, with effective control of common sound patterns (Phonological Control).

- Produce past simple verb endings clearly and accurately
- Recognise differences in pronunciation of regular verb endings (-ed)
- Apply sentence stress when describing past experiences
- Improve intelligibility in narrative speech
- Develop rhythm in storytelling

NEF Pre-Intermediate Unit 5 Pronunciation a-c

Grammar Can use reasonably accurately a repertoire of frequently used structures and patterns associated with predictable situations, including describing past events and experiences (Grammatical Accuracy).

- Use present perfect and past simple appropriately in contrast
- Form questions about life experiences and past events
- Use time expressions accurately (ever, never, last year, ago)
- Distinguish between finished and unfinished time
- Apply structures in communicative contexts

NEF Pre-Intermediate Unit 5 Grammar a-c

Writing: Can write straightforward connected texts on familiar topics, linking a series of shorter elements into a linear sequence using basic connectors (Overall Written Production).

- Write short narratives about travel experiences
- Use past simple and present perfect appropriately in writing
- Organise ideas chronologically
- Use linking words to improve coherence
- Produce simple descriptive paragraphs

NEF Pre-Intermediate Unit 5 Writing a-c

Speaking: Can communicate with some confidence on familiar routine and non-routine matters related to personal experience, expressing opinions and exchanging information (Overall Spoken Interaction).

- Describe past travel experiences in detail
- Ask and answer questions about holidays

- Express preferences and opinions about travel
- Participate in conversations about past events
- Develop fluency in storytelling

NEF Pre-Intermediate Unit 5 Speaking a-d

Vocabulary: *Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, using some circumlocution when necessary (Vocabulary Range).*

- Use travel-related vocabulary accurately
- Expand lexical sets related to holidays and transport
- Apply collocations related to travel experiences
- Use descriptive vocabulary for places and activities
- Improve lexical accuracy in speaking and writing

NEF Pre-Intermediate Unit 5 Vocabulary a-c

Listening: *Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., identifying both general messages and specific details (Overall Listening Comprehension).*

- Identify main ideas and specific details in travel-related listening texts
- Understand narratives about past experiences
- Recognise time references in spoken language
- Follow conversations about holidays and trips
- Extract key information from short recordings

NEF Pre-Intermediate Unit 5 Listening a-c

Exam Focus:

- TIE Exam – Talking about a book

Irish Culture:

- Irish Physical Characteristics

Suggested Supplementary Material:

- *Speakout Elementary – Unit 4.1/4.2/4.4*
- *Cutting Edge Elementary – Module 3 (part of)*
- *English File Elementary – Unit 8B/8C*
- *Keynote Elementary – Unit 10*
- *Empower Elementary – Unit 5C*
- *Reward Elementary – Unit 8, English File Elem U 2C*
- *English Vocabulary in Use Elementary – Unit 11-13*
- *English Pronunciation in Use Intermediate – Unit 29*
- *The Irish Culture Book 1 – Unit 3*

A2 Course Plan – Week 19

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 19	Life events; biographies; achievements	Present perfect with <i>for/since</i>)	Describing life progress and experiences over time	New English File Pre-Intermediate Unit 6 P. 54

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension, identifying both main ideas and supporting detail (Overall Reading Comprehension / Reading for Information and Argument).

- Identify key information in biographical and factual texts
- Understand how duration is expressed in written texts
- Recognise chronological organisation
- Infer meaning of unfamiliar vocabulary related to life events
- Understand the writer's purpose in describing experiences

NEF Pre-Intermediate Unit 6 Reading a-d

Pronunciation: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur, with effective control of common sound patterns (Phonological Control).

- Produce sentence stress in present perfect structures
- Recognise weak forms in connected speech
- Improve clarity when describing time duration
- Apply stress patterns in longer utterances
- Develop fluency in spoken descriptions

NEF Pre-Intermediate Unit 6 Pronunciation a-c

Writing Can write connected texts describing past events and experiences.

- Write a short narrative paragraph
- Use sequencing linkers (then, after that, finally)
- Organise ideas logically
- Maintain coherence across sentences

NEF Pre-Intermediate Unit 6C (Writing task: narrative paragraph)

Grammar: Can use past simple and begin to use past continuous to describe events and situations

- Past Simple (review and expansion)
- Past Continuous
- Contrast: Past Simple vs Past Continuous
- Time expressions

NEF Pre-Intermediate Unit 6A-6C (Grammar Bank: past tenses)

Speaking: Can communicate with some confidence on familiar routine and non-routine matters related to personal experience, expressing opinions and exchanging information (Overall Spoken Interaction).

- Talk about life experiences and achievements
- Ask and answer questions about duration
- Describe personal history and progress
- Participate in discussions about experiences
- Develop fluency in extended responses

NEF Pre-Intermediate Unit 6 Speaking a-d

Vocabulary: Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, using some circumlocution when necessary (Vocabulary Range).

- Use vocabulary related to life events and achievements
- Expand lexical range for describing experiences
- Apply collocations related to time and duration
- Use topic-specific vocabulary accurately
- Improve lexical flexibility

NEF Pre-Intermediate Unit 6 Vocabulary a-c

Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., identifying both general messages and specific details (Overall Listening Comprehension).

- Understand main ideas in listening texts about life experiences
- Identify time references and duration
- Follow narratives about personal history
- Recognise key details in spoken accounts
- Extract specific information

NEF Pre-Intermediate Unit 6 Listening a-c

Exam Focus:

- TIE Exam - Writing about a book you have read

Irish Culture:

- How Irish Speak

Suggested Supplementary Material:

- *Speakout Elementary - Unit 8*
- *Cutting Edge Elementary - Module 10*
- *Reward Elementary - Unit 9*
- *Empower Elementary - Unit 9A/B*
- *English File Elementary - Unit 5B/C*
- *English Vocabulary in Use Elementary - Unit 23*
- *English Pronunciation in Use Intermediate - Unit 7/15*
- *The Irish Culture Book 2 - Unit 7*

A2 Course Plan – Week 20

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 20	Technology and communication; modern life	Comparatives and superlatives	Comparing options and making decisions	New English File Pre-Intermediate Unit 7 P. 64

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension, identifying both main ideas and supporting detail (Overall Reading Comprehension / Reading for Information and Argument).

- Identify main ideas in texts comparing products or ideas
- Understand comparative structures in context
- Recognise arguments and opinions
- Infer meaning of unfamiliar vocabulary
- Understand the writer's viewpoint

NEF Pre-Intermediate Unit 7 Reading a–d

Pronunciation: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur, with effective control of common sound patterns (Phonological Control).

- Use stress patterns in comparative forms
- Improve rhythm in longer sentences
- Recognise intonation in comparisons
- Develop clarity in spoken comparisons
- Apply pronunciation patterns in discussion

NEF Pre-Intermediate Unit 7 Pronunciation a–c

Grammar: Can use reasonably accurately a repertoire of frequently used structures and patterns associated with predictable situations, including comparing people and things (Grammatical Accuracy).

- Use comparatives and superlatives accurately
- Form comparative structures with adjectives and adverbs
- Use as...as structures
- Express preferences and comparisons
- Apply structures in communicative contexts

NEF Pre-Intermediate Unit 7 Grammar a–c

Writing: Can write straightforward connected texts on familiar topics, linking a series of shorter elements into a linear sequence using basic connectors (Overall Written Production).

- Write comparative paragraphs
- Express opinions using comparisons
- Organise ideas logically
- Use linking devices effectively
- Produce structured written responses

NEF Pre-Intermediate Unit 7 Writing a–c

Speaking: Can communicate with some confidence on familiar routine and non-routine matters related to personal experience, expressing opinions and exchanging information (Overall Spoken Interaction).

- Compare products, places, or experiences

- Express preferences and justify opinions
- Participate in discussions
- Ask and answer comparative questions
- Develop fluency in extended speech

NEF Pre-Intermediate Unit 7 Speaking a-d

Vocabulary: *Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, using some circumlocution when necessary (Vocabulary Range).*

- Use vocabulary related to technology and communication
- Apply adjectives for comparison
- Expand lexical range for opinions
- Use collocations accurately
- Improve lexical precision

NEF Pre-Intermediate Unit 7 Vocabulary a-c

Listening: *Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., identifying both general messages and specific details (Overall Listening Comprehension).*

- Identify main ideas in listening texts about comparisons
- Understand opinions and preferences
- Recognise key details
- Follow discussions on familiar topics
- Extract specific information

NEF Pre-Intermediate Unit 7 Listening a-c

Exam Focus:

- TIE Exam – Working on an investigation

Irish Culture:

- Irish Sport

Suggested Supplementary Material:

- Speakout Elementary – Unit 3.1
- Cutting Edge Elementary – Module 11
- Reward Elementary – Unit 13/19
- English File Elementary – Unit 5A
- Keynote Elementary – Unit 4
- Empower Elementary – Unit 8A
- English Vocabulary in Use Elementary – Unit 5
- English Pronunciation in Use Intermediate – Unit 32-36
- The Irish Culture Book 2 – Unit 2

A2 Course Plan – Week 21

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 21	Airports; travel situations; flight experiences and problems	<i>be going to</i> (plans and predictions)	Planning and making predictions	New English File Pre-Intermediate Unit 8 P. 74

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Can read straightforward factual texts on familiar subjects, identifying main ideas and specific details (Overall Reading Comprehension / Reading for Information and Argument).

- Identify key information in texts about plans and predictions
- Understand future meaning in context
- Recognise intention vs prediction
- Infer vocabulary from context
- Understand purpose of texts

NEF Pre-Intermediate Unit 8 Reading a-d

Pronunciation: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur, with effective control of common sound patterns (Phonological Control).

- Apply correct sentence stress in *be going to* structures
- Recognise and produce weak forms in connected speech (*going to* → *gonna*)
- Improve rhythm and intonation in future expressions
- Develop intelligibility when discussing plans and predictions
- Use appropriate stress patterns in longer spoken utterances

NEF Pre-Intermediate Unit 8 Pronunciation a-c

Grammar: Can use reasonably accurately a repertoire of structures to express future plans and intentions (Grammatical Accuracy).

- Use *be going to* for plans and predictions
- Form questions and negatives
- Distinguish from present continuous
- Use time expressions
- Apply structures communicatively

NEF Pre-Intermediate Unit 8 Grammar a-c

Writing: Can write connected texts on familiar topics (Overall Written Production).

- Write about future plans
- Organise ideas
- Use linking words
- Produce clear paragraphs
- Develop coherence

NEF Pre-Intermediate Unit 8 Writing a-c

Speaking: Can communicate with some confidence on familiar topics (Overall Spoken Interaction).

- Discuss future plans
- Make predictions
- Ask and answer questions

- Express intentions
- Develop fluency

NEF Pre-Intermediate Unit 8 Speaking a-d

Vocabulary: *Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, using some circumlocution when necessary (Vocabulary Range).*

- Use vocabulary related to airports, travel, and flights accurately
- Expand lexical sets connected to travel situations and problems
- Apply collocations related to airport experiences
- Use topic-specific vocabulary in speaking and writing tasks
- Improve lexical accuracy in communicative contexts

NEF Pre-Intermediate Unit 8 Vocabulary a-c

Listening: *Can understand the main points of clear standard speech on familiar matters regularly encountered in travel, identifying both overall meaning and specific detail (Overall Listening Comprehension).*

- Identify main ideas and key details in listening texts about travel situations
- Understand speakers describing future plans and predictions
- Recognise context and intention in travel-related conversations
- Follow short narratives about airport experiences
- Extract specific information from clear, standard speech

NEF Pre-Intermediate Unit 8 Listening a-c

Exam Focus:

- TIE Exam - Writing about a news story

Irish Culture:

- Irish Physical Characteristics

Suggested Supplementary Material:

- *New Snapshot Elementary - Unit 8*
- *Cutting Edge Elementary - Module 9*
- *English File Elementary - Unit 9C*
- *Keynote Elementary - Unit 5*
- *Empower Elementary - Unit 9*
- *Reward Elementary - Unit 26*
- *English Vocabulary in Use Elementary - Unit 18*
- *English Pronunciation in Use Intermediate - Unit 2*
- *The Irish Culture Book 1 - Unit 3*

A2 Course Plan – Week 22

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 22	Social arrangements; meeting plans; verbs + prepositions related to movement and place	Present continuous for future arrangements	Making arrangements and managing social communication politely and effectively	New English File Pre-Intermediate Unit 9 P. 84

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension, identifying both overall meaning and key supporting detail (Overall Reading Comprehension / Reading for Information and Argument).

- Identify main ideas and key supporting details in texts about social plans and future arrangements
- Understand how present continuous forms are used to express fixed future plans in context
- Recognise the purpose of informal messages and short personal correspondence related to meeting arrangements
- Infer the meaning of unfamiliar verbs and prepositional phrases from context
- Distinguish between general future intentions and definite personal arrangements in reading texts

NEF Pre-Intermediate Unit 9 Reading a-d

Pronunciation: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur, with effective control of common sound patterns (Phonological Control).

- Use friendly intonation appropriately in short social exchanges and arrangement-making
- Recognise and produce natural stress patterns in present continuous future forms
- Improve intelligibility when using common verbs + prepositions in connected speech
- Develop smoother rhythm in short dialogues about future plans
- Use appropriate intonation to sound polite, interested, and cooperative in conversation

NEF Pre-Intermediate Unit 9 Pronunciation a-c

Grammar: Can use reasonably accurately a repertoire of frequently used structures and patterns associated with predictable situations, including expressing personal arrangements and fixed plans (Grammatical Accuracy).

- Use the present continuous accurately to describe future arrangements
- Form affirmative, negative, and interrogative present continuous structures for future meaning
- Distinguish between present continuous for arrangements and be going to for intentions and predictions
- Use time expressions and supporting detail accurately when talking about future plans
- Apply target structures in communicative contexts related to meeting, travelling, and social organisation

NEF Pre-Intermediate Unit 9 Grammar a-c

Writing: Can write straightforward connected texts on familiar topics, linking a series of shorter

elements into a linear sequence using basic linking devices (Overall Written Production).

- Write short informal messages and notes about future arrangements
- Use present continuous forms accurately in written communication about social plans
- Organise information clearly when confirming, changing, or suggesting arrangements
- Use basic linking devices (and, but, because, then) to connect ideas logically
- Produce short, coherent written responses related to invitations, meeting times, and place arrangements

NEF Pre-Intermediate Unit 9 Writing a-c

Speaking: Can communicate with some confidence on familiar routine and non-routine matters related to personal experience, expressing arrangements, exchanging information, and responding appropriately in social situations (Overall Spoken Interaction).

- Talk about future arrangements using the present continuous with appropriate detail
- Ask and answer questions about times, places, and plans for meeting
- Make, confirm, and change arrangements in short spoken exchanges
- Use polite and friendly language to maintain effective social interaction
- Participate in short discussions about personal schedules and upcoming events

NEF Pre-Intermediate Unit 9 Speaking a-d

Vocabulary: Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, using some circumlocution when necessary (Vocabulary Range).

- Use verbs + prepositions related to movement, location, and travel accurately
- Expand lexical sets connected to social arrangements and meeting plans
- Apply common collocations related to arriving, going out, staying, and meeting up
- Use topic-specific vocabulary accurately in speaking and writing tasks
- Improve lexical control when discussing plans, invitations, and arrangements

NEF Pre-Intermediate Unit 9 Vocabulary a-c

Listening: Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., identifying both overall meaning and specific detail (Overall Listening Comprehension).

- Identify main ideas and key details in listening texts about social arrangements and future plans
- Understand speakers making and discussing fixed arrangements
- Recognise context, intention, and attitude in short conversations about meeting plans
- Follow clear spoken exchanges involving times, places, and schedule changes
- Extract specific information from short recordings related to invitations and arrangements

NEF Pre-Intermediate Unit 9 Listening a-c

Exam Focus:

- TIE Exam – Talking about a news story

Irish Culture:

- Irish Food

Suggested Supplementary Material:

- *New Snapshot Elementary – Unit 4*
- *Cutting Edge Elementary – Module 6*
- *Empower Elementary – Unit 4*
- *Reward Elementary – Unit 17*
- *Speakout Elementary – Unit 5*
- *English File Elementary Unit 9A/B*
- *English Vocabulary in Use Elementary – Unit 10*
- *English Pronunciation in Use Intermediate – Unit 6/36*
- *The Irish Culture Book 1 _ Unit 2*

A2 Course Plan – Week 23

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 23	Communication; describing objects; paraphrasing and explaining meaning	Defining relative clauses (<i>who, which, that, where</i>)	Explaining and clarifying meaning when vocabulary is missing	New English File Pre-Intermediate Unit 10 P. 94

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension, identifying both overall meaning and key supporting detail (Overall Reading Comprehension / Reading for Information and Argument).*

- Identify main ideas and key supporting details in texts describing objects and concepts
- Understand how defining relative clauses are used to give essential information
- Recognise how meaning is clarified through explanation and paraphrasing
- Infer the meaning of unfamiliar vocabulary using contextual clues
- Understand the writer's purpose when defining or explaining unfamiliar items

NEF Pre-Intermediate Unit 10 Reading a-d

Pronunciation: *Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur, with effective control of common sound patterns (Phonological Control).*

- Recognise and produce correct stress patterns in multi-syllable words
- Use dictionary pronunciation features effectively to improve accuracy
- Develop intelligibility when explaining unknown words
- Improve rhythm and clarity in longer descriptive sentences
- Apply appropriate intonation when clarifying meaning

NEF Pre-Intermediate Unit 10 Pronunciation a-c

Grammar: *Can use reasonably accurately a repertoire of frequently used structures and patterns associated with predictable situations, including defining and describing objects and concepts (Grammatical Accuracy).*

- Use defining relative clauses (*who, which, that, where*) accurately
- Combine clauses to give essential information about people, places, and things
- Distinguish between essential and non-essential information in sentences
- Form clear and grammatically correct definitions
- Apply relative clauses in communicative contexts to explain meaning

NEF Pre-Intermediate Unit 10 Grammar a-c

Writing: *Can write straightforward connected texts on familiar topics, linking a series of shorter elements into a linear sequence using basic linking devices (Overall Written Production).*

- Write short descriptions defining objects, places, or people
- Use relative clauses accurately in written communication
- Organise ideas clearly when explaining meaning

- Use linking devices (and, but, because, which) to connect ideas
- Produce coherent written responses that clarify unfamiliar vocabulary

NEF Pre-Intermediate Unit 10 Writing a-c

Speaking: Can communicate with some confidence on familiar routine and non-routine matters, expressing ideas and compensating for gaps in vocabulary through explanation (Overall Spoken Interaction).

- Describe and define objects using relative clauses
- Explain meaning when specific vocabulary is unknown
- Use paraphrasing strategies (It's something that..., It's a place where...)
- Ask for clarification and provide explanations in conversation
- Participate in communicative tasks requiring negotiation of meaning

NEF Pre-Intermediate Unit 10 Speaking a-d

Vocabulary: Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, using circumlocution when necessary (Vocabulary Range).

- Use vocabulary related to communication and describing objects
- Apply expressions for paraphrasing (like, for example, kind of)
- Expand lexical range for describing functions and purposes
- Use topic-specific vocabulary accurately in speaking and writing
- Develop strategies for compensating for lexical gaps

NEF Pre-Intermediate Unit 10 Vocabulary a-c

Listening: Can understand the main points of clear standard speech on familiar matters, identifying both overall meaning and specific detail (Overall Listening Comprehension).

- Identify main ideas and key details in listening texts involving explanations and descriptions
- Understand speakers paraphrasing or defining unfamiliar concepts
- Recognise context and intention when meaning is clarified
- Follow explanations involving relative clauses
- Extract specific information from clear, structured speech

NEF Pre-Intermediate Unit 10 Listening a-c

Exam Focus:

- TIE Exam - Writing a letter

Irish Culture

- Irish History

Suggested Supplementary Material:

- *New Snapshot Elementary - Unit 7*
- *Cutting Edge Elementary - Module 7*
- *English File Elementary - Unit 7*
- *Reward Elementary - Unit 18/21*
- *Keynote Elementary - Unit 9*
- *Empower Elementary - Unit 6B*
- *Speakout Elementary - Unit 6*
- *English Vocabulary in Use Elementary - Unit 49*
- *English Pronunciation in Use Inter - Unit 6, 36, English File Elem Unit 7C/8A*
- *The Irish Culture Book 1/2 - Unit 10*

A2 Course Plan – Week 24

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 24	Rules and obligations; social behaviour; advice	Modal verbs (<i>should, must, have to, don't have to</i>)	Giving advice and understanding rules in different contexts	New English File Pre-Intermediate Unit 11 P. 104

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension, identifying both overall meaning and key supporting detail (Overall Reading Comprehension / Reading for Information and Argument).

- Identify main ideas and supporting details in texts about rules and behaviour
- Understand how modal verbs express obligation, prohibition, and advice
- Recognise differences between strong obligation and recommendation
- Infer meaning of unfamiliar vocabulary related to rules and social norms
- Understand the writer's purpose when giving advice or instructions

NEF Pre-Intermediate Unit 11 Reading a-d

Pronunciation: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur, with effective control of common sound patterns (Phonological Control).

- Apply correct stress and rhythm in modal verb structures
- Recognise weak forms in connected speech (have to, must)
- Improve clarity when giving advice or instructions
- Use appropriate intonation for suggestions and obligations
- Develop intelligibility in extended spoken responses

NEF Pre-Intermediate Unit 11 Pronunciation a-c

Grammar: Can use reasonably accurately a repertoire of frequently used structures and patterns associated with predictable situations, including expressing obligation, necessity, and advice (Grammatical Accuracy).

- Use modal verbs (should, must, have to) to express obligation and advice
- Distinguish between obligation, necessity, and lack of obligation (don't have to)
- Form affirmative, negative, and interrogative modal structures accurately
- Use modal verbs appropriately in context
- Apply structures in communicative tasks related to rules and advice

NEF Pre-Intermediate Unit 11 Grammar a-c

Writing: Can write straightforward connected texts on familiar topics, linking a series of shorter elements into a linear sequence using basic linking devices (Overall Written Production).

- Write short texts giving advice or describing rules
- Use modal verbs accurately in written communication
- Organise ideas clearly and logically

- Use linking devices (and, but, because, so) effectively
- Produce coherent and structured written responses

NEF Pre-Intermediate Unit 11 Writing a-c

Speaking: Can communicate with some confidence on familiar routine and non-routine matters, expressing opinions, giving advice, and explaining rules (Overall Spoken Interaction).

- Give advice using appropriate modal verbs
- Discuss rules and obligations in familiar contexts
- Express opinions about appropriate behaviour
- Ask and answer questions about rules and responsibilities
- Participate in discussions requiring justification of opinions

NEF Pre-Intermediate Unit 11 Speaking a-d

Vocabulary: Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, using some circumlocution when necessary (Vocabulary Range).

- Use vocabulary related to rules, behaviour, and obligations
- Expand lexical sets connected to social norms and advice
- Apply collocations related to rules and responsibilities
- Use topic-specific vocabulary accurately
- Improve lexical flexibility in communicative contexts

NEF Pre-Intermediate Unit 11 Vocabulary a-c

Listening: Can understand the main points of clear standard speech on familiar matters, identifying both overall meaning and specific detail (Overall Listening Comprehension).

- Identify main ideas and key details in listening texts about rules and advice
- Understand speakers expressing obligation and recommendation
- Recognise tone and intention in advice-giving contexts
- Follow conversations involving instructions and rules
- Extract specific information from clear spoken texts

NEF Pre-Intermediate Unit 11 Listening a-c

Exam Focus:

- TIE Exam – Speaking practise test

Irish Culture:

- Irish Myths & Legends

Suggested Supplementary Material:

- *New Snapshot Elementary – Unit 7/8*
- *Cutting Edge Elementary – Module 8*
- *English File Elementary – Unit 6D*
- *Keynote Elementary – Unit 9*
- *English File Elementary – Unit 8A*
- *New Inside Out Elementary – Unit 8*
- *Reward Elementary – Unit 22*
- *Speakout Elementary – Unit 6*
- *English Vocabulary in Use Elementary – Unit 3*
- *English Pronunciation in Use Intermediate – Unit 33/48*
- *The Irish Culture Book 2 – Unit 6*

A2 Course Plan – Week 25

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 25	Hypothetical situations; life choices; dreams and ambitions	Second conditional (if + past, would + infinitive)	Discussing hypothetical situations and making decisions	New English File Pre-Intermediate Unit 12 P. 114

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension, identifying both overall meaning and key supporting detail (Overall Reading Comprehension / Reading for Information and Argument).

- Identify main ideas and supporting details in texts about hypothetical situations
- Understand how second conditional structures are used in context
- Recognise opinions and imagined scenarios in written texts
- Infer meaning of unfamiliar vocabulary related to life choices
- Understand the writer's purpose when discussing possibilities and decisions

NEF Pre-Intermediate Unit 12 Reading a-d

Pronunciation: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur, with effective control of common sound patterns (Phonological Control).

- Use appropriate stress in second conditional sentences
- Improve intonation in hypothetical statements
- Develop clarity in longer, more complex utterances
- Recognise connected speech patterns
- Enhance intelligibility when expressing imagined situations

NEF Pre-Intermediate Unit 12 Pronunciation a-c

Grammar: Can use reasonably accurately a repertoire of frequently used structures and patterns associated with predictable situations, including expressing hypothetical and unreal situations (Grammatical Accuracy).

- Use the second conditional to describe hypothetical situations
- Form if + past simple and would + infinitive structures accurately
- Distinguish between real and unreal conditions
- Use conditional structures to express opinions and decisions
- Apply structures in communicative contexts

NEF Pre-Intermediate Unit 12 Grammar a-c

Writing: Can write straightforward connected texts on familiar topics, linking a series of shorter elements into a linear sequence using basic linking devices (Overall Written Production).

- Write short texts describing hypothetical situations
- Use second conditional structures accurately in writing
- Organise ideas logically when discussing possibilities
- Use linking devices to connect ideas
- Produce coherent and structured written responses

NEF Pre-Intermediate Unit 12 Writing a-c

Speaking: Can communicate with some confidence on familiar routine and non-routine matters, expressing opinions and discussing hypothetical situations (Overall Spoken Interaction).

- Discuss hypothetical situations using second conditional
- Express opinions about life choices and decisions
- Ask and answer questions about imagined scenarios
- Participate in discussions requiring speculation
- Develop fluency in extended spoken responses

NEF Pre-Intermediate Unit 12 Speaking a-d

Vocabulary: Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, using some circumlocution when necessary (Vocabulary Range).

- Use vocabulary related to life choices, ambitions, and hypothetical situations
- Expand lexical range for expressing opinions and possibilities
- Apply collocations related to decisions and outcomes
- Use topic-specific vocabulary accurately
- Improve lexical flexibility in communicative contexts

NEF Pre-Intermediate Unit 12 Vocabulary a-c

Listening: Can understand the main points of clear standard speech on familiar matters, identifying both overall meaning and specific detail (Overall Listening Comprehension).

- Identify main ideas and key details in listening texts about hypothetical situations
- Understand speakers discussing imagined scenarios
- Recognise attitudes and opinions in spoken discourse
- Follow conversations involving speculation and decision-making
- Extract specific information from clear spoken texts

NEF Pre-Intermediate Unit 12 Listening a-c

Exam Focus:

- TIE Exam – Writing practice test

Irish Culture:

- Irish Music

Suggested Supplementary Material:

- *Cutting Edge Elementary – Module 12*
- *New Inside Out Elementary – Unit 14*
- *Reward Elementary – Unit 24*
- *Speakout Elementary – Unit 10.1*
- *English File Elementary – Unit 10B*
- *English Vocabulary in Use Elementary – Unit 17/30/51*
- *The Irish Culture Book 1 – Unit 4/5*



S English **W** Language **A** Training **N**

GE - Level B1 Syllabus

(CEFR Level B1)

B1 Course Syllabus

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 11.00 Class tutor time	Introduce topic and weekly objectives. Practise Key lexis and target language Focus on pair/group work	Review lexis and objectives from Monday . Focus on communicative practice in relevant core skills (based on weekly outcomes and syllabus focus)	Focus on language in use in addition to form. Prepare students for integrated skills. ** Address any issues/ learning needs emerging from tutorials or previous classroom tasks.	Weekly Assessment (Speaking Test) Weekly one-to-one Tutorials: *Initiate individual learning targets with students. *Review monthly tutorial learning goals(e.g. H/W, areas for improvement in core skills, class conduct, exam targets)	TIE Exam Focus: Practise parts of the TIE exam with whole class-focus on pair work/ peer testing and correction. Weekly Assessment (Skills Test)
11.00 - 11.20	Break	Break	Break	Break	Break
11.20 - 13.00 Class tutor time	Focus on review of target language and productive skills Irish Culture Topic	Integrated grammar/ vocabulary development Life skills	Integrated grammar/ vocabulary development Life skills	Revise weekly topic and focus or errors. Prepare students for weekly assessment through pair/grp work & peer correction	Weekly Assessment (Unit Test) Review of the week

Coursebooks: *Outcomes Pre-Intermediate (National Geographic 2019)/ New English File Intermediate 3RD Edition (OUP 2022)*

Speaking exam practice: <http://ielt.ie/teacher-information1> , [TIE Handbook](#) (click to follow link). See schedule. Steps 1-5. Teachers to begin with steps 1 and 2 of the TIE oral exam with selected students to model exam format, following on from weekly TIE input (Fridays, session 1). Guidelines and exam practice format available with tutorial form on G-drive.

Supplementary materials: Suggested supplementary materials are listed at the end of each weekly topic. This is a selection only and more resources should/may be used. The syllabus also includes a TIE exam focus plus a topic of Irish culture each week. Please ensure that both of these areas are covered.

Please fill in your lesson plan on the shared Google Drive (ask ADOS for link) by Monday afternoon at the latest so that the teacher you are sharing with can plan accordingly.

B1 Outcomes	
Listening	● I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.
Reading	● I can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.
Speaking	● I can give descriptions on a variety of familiar subjects related to my interests. I can talk in detail about my experiences, feelings and reactions.
Writing	● I can write short, comprehensible connected texts on familiar subjects.

B1 Course Plan – Week 1

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 1	Jobs	Present simple v continuous review, using present tenses for future	Talking about work/jobs, time management	Outcomes Pre-Intermediate Unit 1 P. 6

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward factual texts on subjects related to personal and professional interest with a satisfactory level of comprehension, and can scan texts in order to locate specific information needed for a task (Overall reading comprehension / Reading for orientation)

- Read to understand specific chunks in a text – *There's No Money In It*

Pronunciation: Pronunciation is generally intelligible; can produce a range of sounds and stress patterns with sufficient clarity to be understood, though some L1 influence may remain (Phonological control)

- Understand strong stress in nouns to describe types of jobs
- Pronounce the sounds /t/ and /d/

Grammar: Can use reasonably accurately a repertoire of frequently used structures associated with predictable situations such as describing routines, arrangements, and future plans (Grammatical accuracy / Linguistic control)

- Understand how to use the present tenses – present simple and continuous
- Use present tenses for the future to talk about appointments and arrangements

Writing: Can write straightforward connected texts on familiar topics, linking a series of shorter elements into a linear sequence (Overall written production)

- Produce short written descriptions of jobs and daily work routines
- Write simple connected sentences using basic linking devices (and, but, because)

Speaking: Can communicate with some confidence on familiar routine matters related to work and everyday life; can describe experiences, plans and routines, and briefly give reasons and explanations (Overall spoken interaction / Sustained monologue describing experience)

- Use common questions to ask about different jobs
- Talk about various jobs that people do
- Talk about time management issues

Vocabulary: Has sufficient vocabulary to express him/herself on most topics related to everyday life such as work, routines and responsibilities, though lexical limitations may cause hesitation (Vocabulary range / Vocabulary control)

- Use words and phrases associated with jobs
- Have a basic understanding of collocations and recognise words that go together
- Use phrases to describe activities at work

Listening: Can understand the main points of clear standard speech on familiar matters regularly encountered in work and everyday life, provided speech is relatively slow and clear (Overall listening comprehension / Understanding interaction between speakers)

- Understand specific questions speakers use and specific information - *Conversations About Work*

- Listen for detail – *Time Management*

Exam Focus:

- TIE Exam – Introduction to the TIE exam

Irish Culture:

- Questions about Ireland

Suggested Supplementary Material:

- *Keynote Pre-Intermediate – Unit 1*
- *Headway Pre-Intermediate – Unit 2*
- *Navigate B1 – Unit 12*
- *Empower Pre-Intermediate – Unit 5A/B*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 63/64/65*
- *English Pronunciation in Use Intermediate – Unit 5*
- *Irish Culture Book 1/2 – Unit 1*

B1 Course Plan – Week 2

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 2	Shops	Past simple, comparatives	Expressing compliments/follow-up questions, offer and accept help	Outcomes Pre-Intermediate Unit 2 P. 14

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can identify specific information in straightforward factual texts and understand the main points of texts related to everyday transactions(Overall reading comprehension / Reading for orientation)

- Read for specific information and do a jigsaw reading – *Click to Buy*

Pronunciation: Pronunciation is generally intelligible; can produce familiar sound contrasts and weak forms with reasonable control (Phonological control)

- Correctly pronounce weak forms of the auxiliary verbs and pronouns in past simple
- Pronounce /t/, /d/ and /id/ for past simple -ed endings
- Pronounce the sounds /s/ and /ʃ/

Grammar: Can use a range of frequently used structures with reasonable accuracy in familiar contexts(Grammatical accuracy / Linguistic control)

- Correctly use and form the past simple
- Use comparatives of adjectives and adverbs

Writing: Can write straightforward connected texts using simple linking devices(Overall written production)

- Organise ideas using sequencers (p150-151)

Speaking: Can communicate with some confidence in routine situations such as buying goods and services(Overall spoken interaction / Transactions to obtain goods and services)

- To express compliments and follow-up questions
- Talk about a fact file about online shopping and online shopping
- Use phrases to offer help, check, reassure and accept help

Vocabulary: Has sufficient vocabulary to deal with most everyday transactions and familiar topics(Vocabulary range)

- Use words to describe things that people buy
- Use vocabulary associated with shopping

Listening: Can understand the main points of clear standard speech in everyday transactional contexts(Overall listening comprehension / Understanding interaction between speakers)

- Hear the questions speakers use – *Things People Bought*
- Listen for general understanding and phrases in a text – *Customers in a Shop*
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Introduction to speaking part 1 - talking about yourself

Irish Culture:

- Science, Innovation and Business

Suggested Supplementary Material:

- *Headway Pre-Intermediate - Unit 4*
- *English File Pre-Intermediate - Unit 4B*
- *Navigate B1 - Unit 3.1*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 57*
- *English Pronunciation in Use Intermediate - Unit 12/24*
- *Irish Culture Book 2 - Unit 4*

B1 Course Plan – Week 3

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 3	Getting There	Past simple and continuous, countable and uncountable nouns	Asking for and giving directions, travelling, forms of transport, traffic and transport problems	Outcomes Pre-Intermediate Unit 3 P. 24

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts related to everyday situations and identify both general meaning and specific detail(Overall reading comprehension / Reading for orientation)

- Read for general and specific information and to contextualise past forms – *How Not To Miss Flights*

Pronunciation: Can produce intelligible pronunciation with appropriate stress and sound contrasts (Phonological control)

- Pronounce past continuous sentences
- Pronounce the sounds /k/ and /g/

Grammar: Can use a range of simple structures to describe past events and situations(Grammatical accuracy)

- Understand the usage of past simple and continuous
- Use countable and uncountable nouns

Writing: Can write connected texts describing events and experiences (Overall written production)

- Produce short texts describing travel problems
- Organise ideas logically in simple narratives

Speaking: Can handle most situations likely to arise when travelling(Information exchange / Goal-oriented co-operation)

- Express ways of asking for and giving directions
- Use phrases to apologise, give reasons and accept apologies
- Talk about traffic and travel problems

Vocabulary: Has sufficient vocabulary to discuss travel and everyday situations(Vocabulary range0)

- Use words to describe places in a town
- Use vocabulary associated with travelling by plane
- Use phrases used when describing forms of transport

Listening: Can understand the main points of clear speech on familiar topics such as travel(Overall listening comprehension / Information exchange)

- Listen for general understanding and the language of directions in context
- Listen for phrases with prepositions in context – *Complete Chaos*

Exam Focus:

- TIE Exam – Introduction to writing question 1 (unprescribed)

Irish Culture:

- Irish Myths and Legends

Suggested Supplementary Material:

- *Headway Pre-Intermediate - Unit 3/9*
- *English File Pre-Intermediate - Unit 2A/B*
- *Navigate B1 - Unit 3.2/7*
- *Empower B1 - Unit 2*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 61/62*
- *English Pronunciation in Use Intermediate - Unit 9*
- *Irish Culture Book 2 - Unit 6*

B1 Course Plan – Week 4

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 4	Eat	Present perfect simple	Making suggestions, offers, requests, describing food and restaurants, writing stories/anecdotes	Outcomes Pre-Intermediate Unit 4 P. 32

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward factual and descriptive texts on familiar topics such as food, eating habits and social experience, and can identify main ideas and detailed information in context (Overall reading comprehension / Reading for information and argument)

- Read for general and detailed understanding and to learn words in context – *Breakfast Around The World*

Pronunciation: Can produce familiar sound contrasts and common question patterns with sufficient clarity to support successful communication in everyday contexts (Phonological control)

- Correctly pronounce *have you ever...?* questions
- Pronounce the sounds /v/, /b/, /f/ and /p/

Grammar: Can use a range of familiar structures with reasonable accuracy to describe experience and ask about life events connected to the present (Grammatical accuracy)

- Understand the usage and formation of the present perfect simple

Writing: Can write connected texts describing events and experiences, and can organise short anecdotes or stories in a clear linear sequence (Creative writing / Overall written production)

- Writing anecdotes/stories (p152-153)

Speaking: Can take part in routine social exchanges such as making suggestions and interacting in restaurants, and can maintain short conversations on familiar everyday topics (Overall spoken interaction / Transactions to obtain goods and services)

- State ways to make and respond to suggestions
- Take part in a typical dialogue between a customer and a waiter

Vocabulary: Has sufficient vocabulary to discuss food, restaurants and everyday social situations connected to eating, though some lexical gaps may remain (Vocabulary range)

- Use phrases to describe restaurants
- Use vocabulary associated with describing food
- Use phrases to make offers, requests and suggestions

Listening: Can understand the main points of clear standard speech on familiar social topics such as food and eating out, and can identify specific practical information and familiar phrases in context (Overall listening comprehension / Understanding interaction between speakers)

- Listen for specific information – *Conversation About Where to Go to Eat*
- Listen to restaurant conversations and notice what phrases people use

Exam Focus:

- TIE Exam – Introduction to speaking part 2 – talking about a book/news story

Irish Culture:

- Irish Food

Suggested Supplementary Material:

- *Headway Pre-Intermediate - Unit 4*
- *English File Pre-Intermediate - Unit 4A*
- *Navigate B1 - Unit 10*
- *Keynote Pre-Intermediate - Unit 7*
- *Empower B1- Unit 3A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 58/59*
- *English Pronunciation in Use Intermediate - Unit 3/8*
- *Irish Culture Book 1 - Unit 2*

B1 Course Plan – Week 5

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 5	Relax	Review of present tenses, superlatives	Making plans and arrangements, talking about sport/hobbies/free time activities	Outcomes Pre-Intermediate Unit 5 P. 42

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand straightforward factual texts on familiar topics such as hobbies, sport and leisure, and can identify both general meaning and specific useful language in context (Overall reading comprehension)*

- Read for general and specific information and focus on useful chunks of language in a text
– *There's More To Sport Than Football*

Pronunciation: *Pronunciation is generally intelligible and familiar sound contrasts and stress patterns can be produced clearly enough in routine interaction (Phonological control)*

- Correctly pronounce /ɪst/ in superlative forms
- Pronounce the sounds /l/ and /r/

Grammar: *Can use a repertoire of familiar structures with reasonable accuracy to describe routines, plans and comparison in everyday contexts (Grammatical accuracy)*

- Review understanding of present tenses for plans and arrangements
- Form and use the superlative form

Writing: *Can write short connected texts on familiar personal topics, linking ideas in a basic but clear linear sequence (Overall written production)*

- Write short descriptions of hobbies

Speaking: *Can express opinions, agree and disagree, and discuss familiar topics such as sport and free time with some confidence in short informal conversation (Overall spoken interaction)*

- Use short phrases in conversations before making negative statements
- Discuss various ideas about sport
- Talk about various free time activities

Vocabulary: *Has sufficient vocabulary to discuss familiar topics such as sport, hobbies and leisure, including some common word families and collocations (Vocabulary range)*

- Use language for sport places and equipment
- Use vocabulary to describe different sports
- Have an understanding of various word families

Listening: *Can understand the main points of clear standard speech on familiar topics such as hobbies, arrangements and leisure preferences, and can identify both gist and detail in conversation (Overall listening comprehension)*

- Listen for plans and arrangements in a conversation
- Understand a debate about the good and bad things about football
- Understand a conversation about two popular hobbies and hear chunks of language in a text

Exam Focus:

- TIE Exam – Introduction to writing part 2 (prescribed)

Irish Culture:

- Irish Festivals and Social Life

Suggested Supplementary Material:

- *Headway Pre-Intermediate – Unit 6*
- *English File Pre-Intermediate – Unit 5B/11A*
- *Navigate B1 – Unit 1.2*
- *Empower B1 – Unit 4C*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 69/70/71*
- *English Pronunciation in Use Intermediate – Unit 13*
- *Irish Culture Book 2 -Unit 11*

B1 Course Plan – Week 6

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 6	Family & Friends	Questions in the present tense, <i>both, neither, all</i> and <i>none</i>	Talking about photos, family and friends, describing character, family businesses	Outcomes Pre-Intermediate Unit 6 P. 50

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts on familiar personal topics such as family, friendship and relationships, and can identify both overall meaning and specific relevant detail (Overall reading comprehension)

- Read a text and complete a quiz for general understanding and understand specific phrases – *What Kind Of An Online Friend Are You?*

Pronunciation: Can use generally intelligible pronunciation and produce familiar weak forms and key sound contrasts clearly enough for successful communication in everyday social contexts(Phonological control)

- Pronounce the weak forms of auxiliary verbs and pronouns in past simple questions
- Pronounce the weak /ən/ stress of *and* when pairing words
- Correctly pronounce the sounds /w/ and /g/

Grammar: Can use a range of familiar question forms and simple structures with reasonable accuracy in order to describe people, compare relationships and express contrast or similarity(Grammatical accuracy)

- Form and use questions in a variety of tenses
- Use *both, neither, all* and *none* to show similarities and *whereas* to show contrast

Writing: Can write connected personal texts describing people, relationships and personal information with a clear simple structure (Overall written production)

- Writing a personal profile (p154-155)

Speaking: Can describe people, relationships and personal situations in some detail, and can take part in routine social exchanges on familiar personal topics (Overall spoken interaction)

- Talk about their favourite photographs
- Explain exactly who they are talking about/describe people
- Talk about family businesses

Vocabulary: Has sufficient vocabulary to describe family, friends, character and personal relationships, though some paraphrasing may still be needed(Vocabulary range)

- Use chunks of language to describe family and friends
- Use adjectives to describe general characteristics
- Have an understanding of how some words have the same form as both verbs and nouns

Listening: Can understand the main points of clear standard speech on familiar personal topics such as family, photos and relationships, and can identify both general meaning and specific information (Overall listening comprehension)

- Listen for general understand and recognise question forms – *People in a Photo*
- Understand a conversation about a family business
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Introduction to speaking part 3 – an investigation

Irish Culture:

- Irish Character & Relationships

Suggested Supplementary Material:

- *Headway Pre-Intermediate – Unit 1*
- *English File Pre-Intermediate – Unit 1B/11C*
- *Navigate B1 – Unit 6*
- *Keynote Pre-Intermediate – Unit 2*
- *Empower B1 – Unit 1A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 44/46*
- *English Pronunciation in Use Intermediate – Unit 9/10*
- *Irish Culture Book 2 – Unit 3*

B1 Course Plan – Week 7

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 7	Your Place	<i>Have to, don't have to, can, can't, will/won't</i> for actions and opinions	Talk about places, where I live, phrases when staying at someone house	Outcomes Pre-Intermediate Unit 7 P. 60

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward factual texts on familiar topics such as places, housing, and everyday living arrangements, and can locate specific information in clearly organised texts(Overall reading comprehension)

- Read for specific information and to do a jigsaw reading – *My New Home*

Pronunciation: Pronunciation is generally clear and intelligible; can produce familiar weak forms and common sound contrasts well enough to be understood without major strain for the listener (Phonological control)

- Pronounce *have to* /hæftə/ and *can* /kən/
- Correctly pronounce the weak /æ/, /ə/ and /əl/ with collocations

Grammar: Can use a range of frequently used structures with reasonable accuracy in predictable everyday situations such as describing rules, necessity, ability, possibility and future opinions(Grammatical accuracy)

- Understand and use *have to, don't have to, can* and *can't* to talk about rules necessity and possibility
- Understand and use *will/won't + verb* to talk about future actions or give opinions about the future

Writing: Can write straightforward connected texts on familiar topics and can produce personal correspondence with simple but clear organisation(Overall written production)

- Write a short personal letter or email
- Produce connected sentences describing where they are from and where they live
- Organise ideas clearly when describing place, accommodation and daily living context

Speaking: Can deal with most everyday situations likely to arise in familiar contexts, and can describe places, respond to requests and maintain short conversations with some confidence(Overall spoken interaction)

- Explain in different ways where they are from
- Express different ways to ask for permission and respond to requests
- Take part in a conversation between a guest and a host in a house

Vocabulary: Has sufficient vocabulary to discuss familiar topics such as where they live, accommodation and everyday domestic situations, though lexical gaps may still cause hesitation (Vocabulary range)

- Use words to describe places and the place where they live
- Use phrases used when staying with people

Listening: Can understand the main points of clear standard speech on familiar topics such as place, accommodation and everyday social interaction, provided speech is not too idiomatic (Overall listening comprehension)

- Listen to hear the phrases people use and for specific information – *Whereabouts Exactly?*

- Listen for general and detailed understanding – *Let Me Show You Around*

Exam Focus:

- TIE Exam – Writing a letter/email (see Empower A2 - Unit 12D)

Irish Culture:

- Visual Ireland

Suggested Supplementary Material:

- *Headway Pre-Intermediate – Unit 8*
- *Navigate B1 – Unit 2*
- *Empower B1 – Unit 4B/5A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 49/50/51*
- *English Pronunciation in Use Intermediate – Unit 2/11*
- *Irish Culture Book 2 – Unit 5*

B1 Course Plan – Week 8

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 8	Education	First conditional, had to/could	Talk about education and school, discuss cheating in exams	Outcomes Pre-Intermediate Unit 8 P. 68

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward factual texts on subjects of personal interest such as education, and can identify main ideas and locate specific information in clearly structured texts (Overall reading comprehension)

- Read for specific information and match headings to paragraphs – *Cheating Their Way To The Top*

Pronunciation: Can generally use clear pronunciation and appropriate stress patterns in familiar vocabulary, though some L1 influence may remain (phonological control).

- Understand the stress patterns in certain words
- Correctly pronounce the sounds /j/, /tj/ and /dʒ/ to revise collocations

Grammar: Can use a repertoire of frequently used structures with reasonable accuracy to discuss probable future consequences, past obligation and past ability (grammatical accuracy).

- Understand and know how to form the first conditional
- Understand and use *had to* and *could*

Writing: Can write straightforward connected texts on familiar topics, describing places and situations with a basic but clear structure (written production).

- Describe places in writing (p156-157)

Speaking: Can take part in routine conversations on familiar topics, express opinions, react to information and describe personal experiences in some detail (spoken interaction/production).

- Talk about school subjects and their educational experiences
- Use *No?* to show surprise
- Talk about classrooms and approaches to education
- Talk about cheating in exams

Vocabulary: Has sufficient vocabulary to discuss familiar educational topics such as school, study and systems of education, though circumlocution may sometimes be necessary (vocabulary range).

- Use chunks of language and phrases to describe stages in education and education systems
- Use phrases to talk about cheating

Listening: Can understand the main points of clear standard speech on familiar subjects such as education, and can identify both general meaning and specific detail (Overall listening comprehension).

- Listen to hear the questions speakers use and for specific information – *Get The Grades*
- Listen for general and specific information – *A Good System*

Exam Focus:

- TIE Exam – Introduction to speaking part 4 – collaborative task

Irish Culture:

- Irish Literature

Suggested Supplementary Material:

- *Headway Pre-Intermediate - Unit 9*
- *English File Pre-Intermediate - Unit 8B/10B*
- *Navigate B1 - Unit 8/9*
- *Empower B1 - Unit 9A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 78/79*
- *English Pronunciation in Use Intermediate - Unit 12/27-31*
- *Irish Culture Book 1 - Unit 9*

B1 Course Plan – Week 9

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 9	Mind and Body	Structures when giving advice, imperatives	Talk about health problems/illnesses, describing parts of the body	Outcomes Pre-Intermediate Unit 9 P. 78

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand the main points and relevant detail in straightforward texts on familiar matters such as health and everyday problems, and can use context to infer the meaning of unknown words (Overall reading comprehension)

- Read for general and specific understanding and to work out the meaning of words in context – *Mind Over Matter*

Pronunciation: Can produce generally clear pronunciation and can use sentence stress well enough to make meaning clear in familiar contexts (phonological control).

- Understand the stress on words in sentences
- Correctly pronounce the sounds /e/, /i:/ and /ei/

Grammar: Can use a number of common structures accurately enough to give advice, instructions and warnings in familiar everyday situations (grammatical control).

- Understand and know how to use different structures to give advice
- Understand and use imperatives to give instructions, advice and warnings

Writing: Can write short, comprehensible connected texts on familiar topics and can organise simple information clearly when writing about everyday issues (written production).

- Produce short functional writing linked to health or everyday situations
- Write clearly organised sentences about problems, causes and advice
- Use basic connectors to explain situations or recommendations

Speaking: Can describe experiences, problems and reactions in some detail, and can sustain simple discussions on familiar personal topics such as health and wellbeing (spoken production).

- Have a conversation about health problems
- Ask common questions about illnesses
- Describe an incident which resulted in getting a scar

Vocabulary: Has enough vocabulary to discuss familiar everyday matters such as illness, health and parts of the body, though lexical searching may sometimes be noticeable (vocabulary range).

- Use words associated with illnesses and health problems
- Use phrases connected to *mind* and *matter*
- Use vocabulary associated with parts of the body

Listening: Can understand the main points of clear standard speech on familiar subjects such as health, including short narratives and advice-based interactions (Overall listening comprehension).

- Listen for general understanding and to recognise chunks in a listening text – *Under The Weather*
- Listen for general and detailed understanding – *Don't Worry, You'll Be Fine*

Exam Focus:

- TIE Exam – Writing about a news story

Irish Culture:

- Irish sport

Suggested Supplementary Material:

- *Headway Pre-Intermediate - Unit 8*
- *English File Pre-Intermediate - Unit 5C*
- *Navigate B1 - Unit 9*
- *Empower B1 - Unit 7B/C*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 42/54/55*
- *English Pronunciation in Use Intermediate - Unit 6/39*
- *Irish Culture Book 2 - Unit 2*

B1 Course Plan – Week 10

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 10	Places To Stay	Second conditional, <i>used to + infinitive</i>	Talk about holidays and hotels, writing emails/postcards	Outcomes Pre-Intermediate Unit 10 P. 85

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward factual and descriptive texts on familiar travel-related topics and can identify phrases and details in context (Overall reading comprehension / Reading for orientation)

- Read for general understanding and for phrases in context in a text – *Best Holiday Ever*

Pronunciation: Can generally produce intelligible pronunciation and manage common sound distinctions and letter names needed for familiar transactional contexts (phonological control).

- Say and recognise the letters of the alphabet
- Understand how some words have the same form as both verbs and nouns
- Pronounce the sounds /ʌ/, /ɒ/, /ʊ/ and /ɔ:/

Grammar: Can use a range of familiar structures with reasonable accuracy to describe hypothetical situations and past habits or states (grammatical control).

- Understand and know how to use the second conditional to say how they would react to different situations
- Understand and use *used to + infinitive* to describe past habits or states that have changed

Writing: Can write connected personal texts such as short emails and postcards on familiar subjects, conveying experience and information clearly (written interaction/production).

- Writing a postcard/emails (p158-159)

Speaking: Can handle most situations likely to arise while travelling and can describe experiences, problems and reactions in familiar service contexts (spoken interaction).

- Use *I'm afraid* to apologise
- Talk about problems people have in hotels
- Talk about holidays for children

Vocabulary: Has sufficient vocabulary to discuss travel, accommodation and common service problems in familiar contexts (vocabulary range).

- Use chunks of language to describe places to stay
- Use phrases connected to solving problems in a hotel

Listening: Can understand the main points and some detail in clear standard speech related to travel, accommodation and problem-solving (Overall listening comprehension).

- Listen for detail and learn words in context – *A Hotel In Dublin*
- Listen for general understanding and order phrases as they are used in a text – *We'll deal with it right away*

Exam Focus:

- TIE Exam – Speaking – Talking about yourself

Irish Culture:

- St Patrick

Suggested Supplementary Material:

- *Headway Pre-Intermediate - Unit 6/9/11*
- *English File Pre-Intermediate - Unit 2A/9A*
- *Navigate B1 - Unit 7/11*
- *Empower B1 - Unit 2/10A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 42/54/55*
- *English Pronunciation in Use Intermediate - Unit 16/18*
- *Irish Culture Book 2 _ Unit 11*

B1 Course Plan – Week 11

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 11	Science and Nature	Past perfect simple, introduction to the passive	Responding to news, agreeing with opinions, talking about science, nature and animals	Outcomes Pre-Intermediate Unit 11 P. 96

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand the main points and supporting detail in straightforward factual texts on familiar topics such as science, animals and everyday issues, and can infer the meaning of unfamiliar words from context when the topic is familiar (reading comprehension / Reading for information and argument).*

- Read for general understanding and work out meanings in the context of a text – *Man's Best Friends*

Pronunciation: *Can use generally intelligible pronunciation and can convey meaning through basic intonation patterns in familiar spoken interaction (phonological control).*

- Understand the intonation of different responses to news stories
- Pronounce the sounds /ɑʊ/, /ɔ:/ and /ɒ:/

Grammar: *Can use a number of common structures with reasonable accuracy to sequence past events and introduce passive forms in familiar contexts (grammatical control).*

- Understand and know how to use the past perfect simple
- Have some understanding of the form and use of passives

Writing: *Can write straightforward connected personal texts such as letters on familiar matters, with simple but clear organisation (written interaction).*

- Produce a short letter
- Organise ideas clearly in personal correspondence
- Use familiar written conventions for opening, sequencing and closing

Speaking: *Can describe experiences, respond to news and express agreement with comments and suggestions on familiar topics with some confidence (spoken interaction).*

- Use fixed expressions to respond to news and agree with comments, opinions and suggestions
- Share stories about animals
- Talk about their experience of science

Vocabulary: *Has sufficient vocabulary to discuss familiar public and personal topics such as science, animals and items in the news, although some paraphrasing may be needed (vocabulary range).*

- Use verb + noun collocations on the theme of science and nature in news stories
- Use words associated with describing animals

Listening: *Can understand the main points of clear standard speech on familiar subjects such as news, science and personal experience, and can note key information from a clearly structured listening text (Overall listening comprehension)*

- Listen for general understanding and recognise sentences used in a listening text – *Did you see the news?*
- Listen, take notes and pick out key words from a radio programme

Exam Focus:

- TIE Exam – Writing a letter

Irish Culture:

- Irish weather

Suggested Supplementary Material:

- *Headway Pre-Intermediate – Unit 10*
- *Keynote Pre-Intermediate - Unit 1/11*
- *English File Pre-Intermediate – Unit 9A/10A/12A*
- *Navigate B1 – Unit 6.4/10.2/11.1*
- *Empower B1 – Unit 12A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 42/54/55*
- *English Pronunciation in Use Intermediate – Unit 37-40/85*
- *Irish Culture Book 1 – Unit 8*

B1 Course Plan – Week 12

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 12	On The Phone	<i>Yet, already, still</i> and <i>just</i> , introduction to reported speech	Using the phone, taking messages, reporting a crime, writing plans	Outcomes Pre-Intermediate Unit 12 P. 104

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand straightforward texts on familiar practical topics such as communication, emergencies and everyday problems, and can identify both the main ideas and specific relevant detail in clearly structured texts (Overall reading comprehension)*

- Read to check predictions and to work out meanings in context – *It's An Emergency*

Pronunciation: *Can use generally intelligible pronunciation and appropriate word stress in familiar contexts, supporting clarity in practical communication (Phonological control)*

- Practise the stress in key words
- Pronounce the sounds /lə/ and /eə/

Grammar: *Can use a range of familiar structures with reasonable accuracy to describe recent events, ongoing situations and expectations, and can show basic awareness of reported speech (Grammatical accuracy / Linguistic control).*

- Understand and use adverbs to emphasize the time something happened or when we expect something to happen – *yet, already, still* and *just*
- Have a basic understanding of reported speech

Writing: *Can write straightforward connected texts such as plans, notes and schedules, presenting practical information clearly and logically (Overall written production).*

- Writing plans and schedules (p160-161)

Speaking: *Can manage familiar routine situations by telephone and can describe events and problems in some detail using appropriate functional language (Overall spoken interaction).*

- Use ways of explaining where people are in phone conversations
- Leave a message for someone on the phone
- Tell phone stories
- Talk about situations where they lost something

Vocabulary: *Has sufficient vocabulary to deal with practical communication such as phone use, everyday problems and reporting incidents, though some lexical searching may still occur (Vocabulary range).*

- Use phrases associated with using phones
- Use and form negative prefixes
- Use phrases connected to reporting crime

Listening: *Can understand the main points and relevant detail of clear standard speech in practical everyday situations such as phone calls and problem narratives (Overall listening comprehension).*

- Listen to short phone conversations and note down messages
- Listen for general and detailed understanding – *What a Nightmare!*

Exam Focus:

- TIE Exam – Talking about a news story

Irish Culture:

- How Irish speak

Suggested Supplementary Material:

- *Headway Pre-Intermediate - Unit 10 (p85)*
- *Keynote Pre-Intermediate - Unit 3*
- *English File Pre-Intermediate - Unit 4A/12B*
- *Empower B1 - Unit 9C/12B*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 76/81*
- *English Pronunciation in Use Intermediate - Unit 14/27-31*
- *Irish Culture Book 2 - Unit 7*

B1 Course Plan – Week 13

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 13	Culture	Noun phrases, present perfect continuous, -ed and -ing adjectives	Talking about music, films, art, a book review	Outcomes Pre-Intermediate Unit 13 P. 114

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand the main points and relevant detail in straightforward texts on familiar cultural topics such as film, music and art, and can interpret meaning from context where necessary (Overall reading comprehension / Reading for information and argument).*

- Read for details and check words in context – *Nollywood Dreams*

Pronunciation: *Can generally use clear pronunciation and manage familiar stress and intonation patterns to express meaning in everyday communication (Phonological control).*

- Practise the main stress in compound nouns
- Correctly pronounce present perfect continuous questions
- Pronounce the sound /h/

Grammar: *Can use a range of familiar structures with reasonable accuracy to describe ongoing actions and organise information using noun phrases (Grammatical accuracy / Linguistic control).*

- Understand how to recognise noun phrases
- Understand and form the present perfect continuous to talk about activities that started in the past and are unfinished

Writing: *Can write straightforward connected texts on familiar cultural topics, expressing opinion and description in a clear linear sequence (Overall written production).*

- Write a short review
- Organise ideas clearly into introduction, body and conclusion
- Express opinions and reactions using simple evaluative language

Speaking: *Can describe experiences, express opinions and respond to others' views on familiar cultural topics with some confidence (Overall spoken interaction / Sustained monologue describing experience).*

- Use supposed to + infinitive to report what we have heard or read about something
- Talk about a film/movie
- Discuss the film industry in their country

Vocabulary: *Has sufficient vocabulary to discuss familiar cultural topics such as films, music and books, though some paraphrasing may be required (Vocabulary range).*

- Use words and phrases associated with films and features of films
- Use and form correctly -ed and -ing adjectives
- Use vocabulary associated with music, art and books

Listening: *Can understand the main points of clear standard speech on familiar cultural topics and can identify both gist and specific detail in extended but clearly structured input (Overall listening comprehension / Listening to audio recordings).*

- Listen for general and specific understanding and for specific chunks of language – *It's Supposed To Be Amazing*
- Listen for general and detailed understanding – *I'm A Big Fan*

Exam Focus:

- TIE Exam – Writing about a book they have read

Irish Culture:

- Traditional Irish music

Suggested Supplementary Material:

- *Headway Pre-Intermediate – Unit 12*
- *Keynote Pre-Intermediate – Unit 4*
- *English File Pre-Intermediate – Unit 9C*
- *Empower B1 – Unit 8A/D*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 72/73*
- *English Pronunciation in Use Intermediate – Unit 10/29*
- *Irish Culture Book 1 – Unit 4*

B1 Course Plan – Week 14

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 14	Stuff	Relative clauses, <i>must</i> and <i>mustn't</i> , verbs with two objects	Describing a room/house, talking about presents, Describing containers and writing complaints	Outcomes Pre-Intermediate Unit 14 P. 122

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward factual texts on familiar everyday topics and can identify specific information and descriptive detail in clearly organised texts (Overall reading comprehension / Reading for orientation).

- Read for specific information – *Rubbish Food*

Pronunciation: Can produce generally intelligible pronunciation and distinguish familiar sound contrasts clearly enough for everyday communication (Phonological control).

- Correctly pronounce *must* and *mustn't*
- Pronounce the sounds /e/, /ə/, /ɔ:/ and /ɜ:/

Grammar: Can use a range of familiar structures with reasonable accuracy to describe, define and explain everyday objects and obligations (Grammatical accuracy / Linguistic control).

- Understand how to form and use sentences with relative clauses
- Understand and use *must* and *mustn't* to show something is essential

Writing: Can write straightforward connected texts such as complaint emails, presenting problems and reasons clearly (Overall written production / Correspondence).

- Writing letters/emails of complaints

Speaking: Can describe objects, explain needs and maintain short conversations on familiar everyday topics (Overall spoken interaction).

- Talk about rooms and things in a house
- Describe various objects
- Talk about giving and receiving presents

Vocabulary: Has sufficient vocabulary to discuss everyday objects, containers and household items, though gaps may still occur (Vocabulary range).

- Use words and language associated with describing household objects
- Use vocabulary associated with describing containers
- Use verbs with two objects

Listening: Can understand the main points and relevant detail in clear standard speech on familiar everyday topics such as objects and personal stories (Overall listening comprehension).

- Listen for general understanding and for specific chunks of language in a text – *What's It Called In English?*
- Listen for understanding and practise retelling stories – *Thank you so much*

Exam Focus:

- TIE Exam – Speaking – A collaborative task

Irish Culture:

- English spoken in Ireland

Suggested Supplementary Material:

- *Keynote Pre-Intermediate - Unit 3*
- *English File Pre-Intermediate - Unit 3C*
- *Navigate B1 - Unit 5.1/3/4/5*
- *Empower B1 - Unit 11A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 72/73*
- *English Pronunciation in Use Intermediate - Unit 6/7/19*
- *Irish Culture Book 1/2 - Unit 7*

B1 Course Plan – Week 15

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 15	Money	Time phrases, <i>when</i> and <i>as soon as</i>	Quoting prices, negotiating, talking about money and banks	Outcomes Pre-Intermediate Unit 15 P. 132

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand the main points and relevant detail in straightforward factual texts on familiar topics such as money, lifestyle and everyday economics (Overall reading comprehension).*

- Read for general and specific information – *Will Power*

Pronunciation: *Can produce generally intelligible pronunciation and use numbers and sound contrasts clearly in routine interaction (Phonological control).*

- Correctly pronounce numbers
- Pronounce the sounds /l/, /ɔl/, /ə/ and /əʊ/

Grammar: *Can use a range of familiar structures with reasonable accuracy to talk about time, sequence and future events (Grammatical accuracy).*

- Understand and use time phrases and the tenses they are usually used with
- Understand how time clauses with words like *when* and *as soon as* are started

Writing: *Can write straightforward connected evaluative texts such as reviews, expressing opinion and supporting detail clearly (Overall written production).*

- Write a review
- Organise ideas clearly
- Express opinion

Speaking: *Can deal with routine transactions and discussions related to money and everyday life with some confidence (Overall spoken interaction).*

- Use phrases to compare prices
- Talk about how they spend and save money
- Negotiate a deal in relation to money

Vocabulary: *Has sufficient vocabulary to discuss money, banking and everyday financial matters, though some paraphrasing may be required (Vocabulary range).*

- Use chunks of language to describe the economy and quality of life
- Understand and use money verbs
- Use phrases to talk about banking

Listening: *Can understand the main points and specific detail in clear standard speech on familiar topics such as money and lifestyle (Overall listening comprehension).*

- Listen for detail and hear key words in a text – *Cost of Living*
- Listen for specific understanding – *My Inheritance*
- Listen for general understanding and for phrases in a text – *Money, Money, Money!*

Exam Focus:

- TIE Exam – Writing a review (See Empower B1 - Unit 8D)

Irish Culture:

- Science, Innovation & Business

Suggested Supplementary Material:

- *Keynote Pre-Intermediate - Unit 9*
- *Headway Pre-Intermediate - Unit 4*
- *English File Pre-Intermediate - Unit 5A*
- *Navigate B1 - Unit 5.2*
- *Empower B1 - Unit 3B*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 53/91*
- *English Pronunciation in Use Intermediate - Unit 7/16/20/27*
- *Irish Culture Book 2 - Unit 4*

B1 Course Plan – Week 16

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 16	Events	Articles, verb patterns	Talk about special days/events, parties, talking about historical events	Outcomes Pre-Intermediate Unit 16 P. 140

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts on familiar social and historical topics and can read for both detailed information and language use (Overall reading comprehension).

- Read for detailed information and understand the use of articles – *Around The World In 300 Words*

Pronunciation: Pronunciation is generally intelligible and familiar consonant clusters can be produced clearly enough for everyday communication (Phonological control).

- Practise consonant clusters

Grammar: Can use a range of familiar grammatical forms with reasonable accuracy, including articles and verb patterns (Grammatical accuracy).

- Understand and use articles
- Understand how to use verb patterns accurately

Writing: Can write straightforward connected texts such as invitations, giving clear information and structure (Overall written production).

- Writing an invitation (p164-165)

Speaking: Can describe events and experiences and take part in conversations about social occasions with reasonable fluency (Overall spoken interaction).

- Talk about special days/events
- Tell each other about a party that they have been to recently
- Talk about a special date in their lives

Vocabulary: Has sufficient vocabulary to discuss events, celebrations and everyday social topics (Vocabulary range).

- Use words associated with types of parties
- Use phrases connected to historical events
- Revise collocations

Listening: Can understand the main points and selected detail in clear standard speech on familiar social topics (Overall listening comprehension).

- Listen for general and specific understanding and chunks of language in a text – *Have a Few Friends Around!*
- Listen and practise note taking – *A Day I'll Never Forget*

Exam Focus:

- TIE Exam – Speaking - Planning an investigation

Irish Culture:

- Irish festivals and social life

Suggested Supplementary Material:

- *Navigate B1 – Unit 5.2*
- *Empower B1 – Unit 4A/4D*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 13*
- *English Pronunciation in Use Intermediate – Unit 21/22/25*
- *Irish Culture Book 2 – Unit 11*

B1 Course Plan – Week 17

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 17	History, life experiences, time expressions	Present perfect vs past simple	Talk about life experiences, important events, personal history	New English File Intermediate Unit 4A P. 34-35

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward factual texts on familiar social and historical topics and can read for both detailed information and language use (Overall reading comprehension / Reading for information and argument).

- Read for detailed information and identify use of present perfect vs past simple
- Identify key events and experiences in a text
- Recognise how time references structure meaning
- Infer meaning of unfamiliar vocabulary from context
- Follow the organisation of a text describing life experiences

NEF 4A Reading & Speaking 1b-d

Pronunciation: Pronunciation is generally intelligible and learners can distinguish key sound contrasts and stress patterns in connected speech (Phonological control).

- Practise sentence stress in present perfect sentences
- Improve clarity in connected speech
- Recognise weak forms in auxiliary verbs
- Develop more natural rhythm in short exchanges

NEF 4A Pronunciation; Speaking 4e

Grammar: Can use a range of familiar grammatical forms with reasonable accuracy, including present perfect and past simple contrasts (Grammatical accuracy).

- Use present perfect vs past simple accurately
- Distinguish between finished and unfinished time expressions
- Form and use questions correctly
- Apply grammar in personalised speaking tasks
- Maintain acceptable control of form

NEF 4A Grammar 2a-d; Grammar Bank 4A

Writing: Can write straightforward connected texts describing past experiences and events using clear organisation (Overall written production).

- Write about past experiences and important life events
- Use appropriate time expressions
- Organise ideas logically in a linear sequence
- Use linking devices (and, but, because, so)
- Maintain clarity and coherence

NEF Writing Bank; 4A written follow-up tasks

Speaking: Can describe experiences and events and take part in conversations about past and present situations with reasonable fluency (Overall spoken interaction / Information exchange).

- Talk about important life experiences
- Ask and answer questions about the past
- Express opinions about experiences
- Maintain interaction through follow-up questions

- Respond appropriately in pair and group discussion

NEF 4A Reading & Speaking 1a, e; Communication activities

Vocabulary: *Has sufficient vocabulary to discuss experiences, life events and personal history, though some circumlocution may occur (Vocabulary range / Vocabulary control).*

- Use vocabulary related to life experiences
- Recognise and use common collocations
- Use lexical chunks in context
- Extend range of expressions for describing events
- Improve accuracy in lexical choice

NEF 4A Vocabulary 3a-c

Listening: *Can understand the main points and selected detail in clear standard speech on familiar topics such as personal experiences (Overall listening comprehension / Listening to audio recordings).*

- Listen for gist in conversations about experiences
- Identify key details (who, what, when, why)
- Recognise present perfect forms in context
- Follow short narratives about life events
- Identify speaker intention and attitude

NEF 4A Listening 5a-d

Exam Focus:

- TIE Exam – Writing a report

Irish Culture:

- Irish culture & history

Suggested Supplementary Material:

- *Cutting Edge Pre-Intermediate – Module 7*
- *New Inside Out Pre-Intermediate – Unit 6*
- *Navigate B1 – Unit 6*
- *Empower B1 – Unit 3*
- *Keynote Pre-Intermediate – Unit 11*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 46*
- *Instant PET – pg 29, 49, 83, 94*
- *English File Pre-Inter – Unit 9B*
- *English Pronunciation in Use Intermediate – Unit 4*
- *Irish Culture Book 1/2 – Unit 10*

B1 Course Plan – Week 18

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 18	Life changes, strong adjectives (exhausted, amazed, etc.)	Present perfect with for/since; present perfect continuous	Talk about life changes, describe experiences and feelings	New English File Intermediate Unit 4B P. 36-37

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts on familiar topics and identify both main ideas and supporting detail (Overall reading comprehension / Reading for information and argument).

- Read for gist to identify the main topic and purpose of a text about life changes
- Read for detail to identify how long situations have continued
- Recognise how present perfect continuous is used in context
- Identify key supporting details and examples
- Infer meaning of unfamiliar vocabulary from context

NEF 4B Reading & Speaking 1b-d

Pronunciation: Pronunciation is generally intelligible and learners can use stress and rhythm to support meaning in connected speech (Phonological control).

- Practise stress in longer verb phrases
- Improve rhythm in connected speech
- Recognise weak forms in auxiliary verbs
- Develop natural sentence stress patterns

NEF 4B Pronunciation; Speaking tasks

Grammar: Can use present perfect simple and continuous with reasonable accuracy to describe ongoing and completed actions (Grammatical accuracy).

- Use present perfect continuous (for/since)
- Distinguish between simple and continuous forms
- Use both forms appropriately in context
- Form accurate questions and negatives
- Apply grammar in speaking tasks

NEF 4B Grammar 2a-d; Grammar Bank 4B

Writing: Can write connected texts describing changes and experiences over time using simple cohesive devices (Overall written production).

- Write about personal changes and experiences
- Use time expressions and linking devices
- Organise ideas clearly in sequence
- Maintain coherence across sentences
- Use appropriate descriptive vocabulary

NEF Writing Bank; 4B written tasks

Speaking: Can describe experiences and changes and express feelings and reactions with some confidence (Overall spoken interaction).

- Talk about life changes and experiences
- Describe feelings and reactions
- Ask and answer follow-up questions
- Maintain interaction in discussion
- Respond appropriately to others' ideas

NEF 4B Speaking 6a-c; Communication activities

Vocabulary: *Has sufficient vocabulary to discuss feelings, experiences and personal development, though some circumlocution may occur (Vocabulary range / Vocabulary control).*

- Use **strong adjectives** (e.g. exhausted, amazed)
- Extend descriptive vocabulary for feelings
- Recognise and use collocations
- Use lexical chunks in context
- Improve precision in vocabulary choice

NEF 4B Vocabulary 3a-c

Listening: *Can understand the main points and specific detail in clear standard speech on familiar topics such as personal experiences (Overall listening comprehension / Listening to audio recordings).*

- Listen for gist in conversations about life changes
- Identify speaker attitude and emotion
- Extract specific detail (what changed, how long, why)
- Recognise key grammatical forms in context
- Follow short narratives

NEF 4B Listening 5a-d

Exam Focus:

- TIE Exam – Talking about a book

Irish Culture:

- Modern Irish music

Suggested Supplementary Material:

- *Cutting Edge Pre-Intermediate – Module 7*
- *Keynote Pre-Intermediate – Unit 4*
- *Empower B1 – Unit 8A*
- *Ready for PET – Unit 10.1*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 45*
- *Instant PET – pg 58, 60, 121*
- *English File Pre-Inter Unit 9C*
- *English Pronunciation in Use Intermediate – Unit 6*
- *Irish Culture Book 1 – Unit 5*

B1 Course Plan – Week 19

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 19	Hypothetical situations, personality, decisions	<i>Second conditional (if + past, would)</i>	Talk about hypothetical situations, decision-making	New English File Intermediate Unit 4C P. 38-39

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts and identify both main ideas and specific information in clearly structured texts (Overall reading comprehension).

- Read for gist to identify the topic of hypothetical situations
- Read for detail to identify key arguments and responses
- Recognise how conditionals structure meaning
- Identify supporting examples
- Infer meaning from context

NEF 4C Reading & Speaking 1b-d

Pronunciation: Pronunciation is generally intelligible and learners can use intonation to express meaning and attitude (Phonological control).

- Practise intonation in conditional sentences
- Improve clarity in hypothetical statements
- Develop natural rhythm
- Recognise stress patterns

NEF 4C Pronunciation

Grammar: Can use second conditional structures with reasonable accuracy to talk about hypothetical situations (Grammatical accuracy).

- Use second conditional accurately
- Form questions and responses
- Distinguish real vs hypothetical situations
- Apply forms in discussion
- Maintain control of structure

NEF 4C Grammar 2a-d; Grammar Bank 4C

Writing: Can write simple connected texts expressing opinions and hypothetical ideas (Overall written production).

- Write about hypothetical situations
- Express opinions clearly
- Use linking devices
- Organise ideas logically
- Maintain coherence

NEF Writing Bank; 4C writing tasks

Speaking: Can express opinions and discuss hypothetical situations with some confidence (Overall spoken interaction).

- Discuss hypothetical situations

- Express and justify opinions
- Maintain interaction
- Respond to others' ideas
- Use follow-up questions

NEF 4C Speaking 6a-c

Vocabulary: *Has sufficient vocabulary to discuss personality, decisions and hypothetical situations (Vocabulary range / Vocabulary control).*

- Use vocabulary related to personality
- Use decision-making language
- Recognise collocations
- Extend descriptive vocabulary
- Use lexical chunks

NEF 4C Vocabulary 3a-c

Listening: *Can understand the main points and selected detail in conversations about familiar topics (Overall listening comprehension).*

- Listen for gist in discussions about hypothetical situations
- Identify key details and decisions
- Recognise speaker opinions
- Follow reasoning
- Extract relevant information

NEF 4C Listening 5a-d

Exam Focus:

- TIE Exam - Writing about a book you have read

Irish Culture:

- Visual Ireland

Suggested Supplementary Material:

- *Cutting Edge Pre-Intermediate - Module 14*
- *Ready for PET - Unit 4.1*
- *Navigate B1 - Unit 2*
- *Reward Resource Pack Pre-Intermediate - Unit 3*
- *Instant PET - pg 63, 91, 101*
- *New Inside Out Pre-Intermediate - Unit 12*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 17/18*
- *English Pronunciation in Use Intermediate - Unit 12*
- *Irish Culture Book 2 - Unit 5*

B1 Course Plan – Week 20

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 20	Sport, fitness, injuries	Comparatives and superlatives	Talk about physical health, compare activities	New English File Intermediate Unit 5A P44-45

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward factual texts on familiar topics such as sport and lifestyle and can identify both main ideas and supporting detail in clearly structured texts (Overall reading comprehension / Reading for information and argument).

- Read for gist to identify the main topic and purpose of a text about sport and fitness
- Read for detailed information to identify key facts, comparisons and examples
- Recognise how descriptive language is used to compare activities
- Identify supporting ideas and examples in a text
- Infer meaning of unfamiliar vocabulary from context

NEF 5A Reading & Speaking 1b-d

Pronunciation: Pronunciation is generally intelligible and learners can use appropriate word stress and rhythm to support meaning in familiar contexts (Phonological control).

- Practise word stress in sport and fitness vocabulary
- Improve sentence rhythm in short descriptive utterances
- Recognise stress patterns in comparative forms
- Develop clearer connected speech

NEF 5A Pronunciation

Grammar: Can use comparatives and superlatives with reasonable accuracy to compare people, activities and situations (Grammatical accuracy).

- Use comparatives and superlatives accurately
- Form correct adjective and adverb comparisons
- Compare activities, people and preferences
- Maintain control of form in spoken and written contexts
- Apply grammar in personalised communication tasks

NEF 5A Grammar 2a-d; Grammar Bank 5A

Writing: Can write straightforward connected texts comparing options and expressing preferences using simple cohesive devices (Overall written production).

- Write short texts comparing sports or activities
- Express preferences and give reasons
- Use linking devices (and, but, because, so)
- Organise ideas clearly
- Maintain coherence across sentences

NEF Writing Bank; 5A writing tasks

Speaking: Can discuss familiar topics such as sport and lifestyle and express preferences, comparisons and opinions with some confidence (Overall spoken interaction / Informal discussion).

- Talk about sports and fitness activities
- Compare different activities and preferences

- Express opinions and give reasons
- Maintain interaction through follow-up questions
- Respond appropriately in discussion

NEF 5A Speaking 6a-c; Communication activities

Vocabulary: *Has sufficient vocabulary to discuss sport, fitness and lifestyle, though some circumlocution may occur (Vocabulary range / Vocabulary control).*

- Use vocabulary related to sport and exercise
- Recognise and use common collocations (play, do, go + sport)
- Use lexical chunks in context
- Extend vocabulary range for describing fitness and activities
- Improve accuracy in lexical choice

NEF 5A Vocabulary 3a-c

Listening: *Can understand the main points and selected detail in clear standard speech on familiar topics such as sport and lifestyle (Overall listening comprehension / Listening to audio recordings).*

- Listen for gist in conversations about sport and fitness
- Identify key details (who, what, why, preference)
- Recognise comparative language in context
- Follow short discussions between speakers
- Identify speaker attitudes and opinions

NEF 5A Listening 5a-d

Exam Focus:

- TIE Exam – Working on an investigation

Irish Culture:

- Irish food

Suggested Supplementary Material:

- *Ready for PET – Unit 7.1*
- *Keynote Pre-Intermediate – Unit 7*
- *Empower B1 – Unit 10B*
- *Navigate B1 – Unit 10*
- *Reward Resource Pack Pre-Intermediate – Unit 4*
- *Instant PET – pg 19*
- *Straight Forward Pre-Intermediate – Unit 6*
- *English Vocabulary in Use Pre-Inter/Inter – Unit 25/26*
- *English Pronunciation in Use Intermediate – Unit 28*
- *Irish Culture Book 1 – Unit 2*

B1 Course Plan – Week 21

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 21	Health problems, the body, medical advice	Modals of obligation (have to, must, should)	Give advice, talk about health and wellbeing	New English File Intermediate Unit 5B P. 46-47

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts on familiar topics such as health and the body and can identify both main ideas and supporting detail (Overall reading comprehension).

- Read for gist to identify the topic and purpose of a health-related text
- Read for detail to identify symptoms, advice and outcomes
- Recognise how problems and solutions are presented
- Identify supporting examples
- Infer meaning of unfamiliar vocabulary

NEF 5B Reading & Speaking 1b-d

Pronunciation: Pronunciation is generally intelligible and learners can produce key sound contrasts and stress patterns clearly (Phonological control).

- Practise stress in health-related vocabulary
- Improve clarity in problem-solution statements
- Recognise weak forms in modal verbs

NEF 5B Pronunciation

Grammar: Can use modal verbs of obligation and advice with reasonable accuracy (Grammatical accuracy).

- Use have to, must, should accurately
- Distinguish between obligation and advice
- Form questions and negatives
- Apply grammar in real-life contexts

NEF 5B Grammar 2a-d; Grammar Bank 5B

Writing: Can write simple connected texts giving advice and describing problems (Overall written production).

- Write advice for health problems
- Organise ideas logically
- Use appropriate modal verbs
- Maintain clarity and coherence

NEF Writing Bank; 5B writing tasks

Speaking: Can give advice and discuss health issues with some confidence (Overall spoken interaction).

- Talk about health problems
- Give advice using modal verbs
- Ask and answer questions
- Maintain interaction

NEF 5B Speaking 6a-c

Vocabulary: Has sufficient vocabulary to discuss health, the body and common problems (Vocabulary range).

- Use vocabulary for parts of the body

- Use health-related expressions
- Recognise collocations
- Extend lexical range

NEF 5B Vocabulary 3a-c

Listening: *Can understand the main points and specific detail in conversations about familiar topics such as health (Overall listening comprehension).*

- Listen for gist in health-related conversations
- Identify symptoms and advice
- Recognise key phrases
- Follow short exchanges

NEF 5B Listening 5a-d

Exam Focus:

- TIE Exam - Writing about a news story

Irish Culture:

- Irish character & relationships

Suggested Supplementary Material:

- *Headway Pre-Intermediate - Unit 1*
- *Cutting Edge Pre-Intermediate - Module 2*
- *Empower B1 - Unit 6C*
- *New Inside Out Pre-Intermediate - Unit 3*
- *Ready for PET - Unit 4 Lesson 2*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 45*
- *Instant PET - Pg 35, 71, 97, 103, 105, 119*
- *Irish Culture Book 2 - Unit 3*

B1 Course Plan – Week 22

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 22	Plans, decisions, future intentions	Future forms (will, going to, present continuous)	Make decisions, talk about future plans	New English File Intermediate Unit 5C P. 48-49

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts on familiar topics such as plans and decisions and identify both main ideas and supporting detail (Overall reading comprehension).

- Read for gist and detail in texts about future plans
- Identify intentions and decisions
- Recognise use of future forms

NEF 5C Reading & Speaking 1b–d

Pronunciation: Pronunciation is generally intelligible and learners can use intonation patterns to express meaning (Phonological control).

- Practise intonation in future forms
- Improve clarity

NEF 5C Pronunciation

Grammar: Can use a range of future forms with reasonable accuracy (Grammatical accuracy).

- Use will, going to, present continuous
- Distinguish between forms
- Apply in context

NEF 5C Grammar; Grammar Bank 5C

Writing: Can write straightforward connected texts describing plans, intentions and arrangements, linking ideas in a clear linear sequence (Overall written production / Coherence and cohesion).

- Write about future plans and intentions in connected sentences
- Use appropriate future forms to express arrangements, intentions and predictions
- Organise ideas logically using simple sequencing and linking devices
- Include reasons and supporting detail when explaining plans
- Maintain coherence across a short paragraph or message
- Use topic-specific vocabulary accurately enough to be understood clearly

NEF 5C Writing tasks; Writing Bank follow-up work

Speaking: Can discuss future plans and intentions and give brief reasons and explanations for decisions with some confidence (Overall spoken interaction / Sustained monologue: putting a case).

- Talk about future plans using going to, will and present continuous
- Ask and answer questions about arrangements and intentions
- Explain decisions and justify choices
- Maintain interaction by using follow-up questions and short responses
- Express predictions and respond to the predictions of others
- Participate in short planning discussions and negotiate options

NEF 5C Speaking tasks; Communication tasks; Pronunciation and Speaking follow-up tasks

Vocabulary: Has sufficient vocabulary to discuss plans, arrangements and future possibilities,

though some circumlocution may still occur when ideas become less predictable (Vocabulary range / Vocabulary control).

- Use vocabulary related to plans, arrangements and future activities
- Use common collocations connected to organising, deciding and meeting
- Recognise and use lexical chunks for making arrangements
- Extend vocabulary range for discussing dates, times, intentions and possibilities
- Improve accuracy in lexical choice when discussing the future
- Use practical expressions connected to planning and decision-making

NEF 5C Vocabulary tasks; Speaking and Communication tasks

Listening: Can understand the main points and selected detail in clear standard speech on familiar topics such as plans, decisions and arrangements, including short narratives and discussions (Overall listening comprehension / Listening to audio recordings).

- Listen for gist to identify the topic and purpose of a conversation about future arrangements
- Identify specific detail such as who, when, where, intention and decision
- Recognise key future forms in spoken context
- Follow short discussions involving choices, plans and predictions
- Identify speaker attitude and degree of certainty
- Extract relevant information needed to complete a communicative task

NEF 5C Listening tasks; Pronunciation and Speaking follow-up listening tasks

Exam Focus:

- TIE Exam – Talking about a news story

Irish Culture:

- Irish weather

Suggested Supplementary Material:

- *Headway Pre-Intermediate – Unit 1*
- *Cutting Edge Pre-Intermediate – Module 2*
- *Keynote Pre-Intermediate – Unit 11*
- *New Inside Out Pre-Intermediate – Unit 3*
- *Navigate B1 – Unit 11*
- *Ready for PET – Unit 4 Lesson 2*
- *English Vocab in Use Pre-Inter/Inter – Unit 6/7/57*
- *English File Pre-Inter Unit 6A*
- *Instant PET – Pg 35, 71, 97, 103, 105, 119*
- *Irish Culture Book 1 – Unit 8*

B1 Course Plan – Week 23

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 23	Topic: money, spending, saving	Grammar: present perfect vs past simple (revision/extension)	Life skills: financial decisions	New English File Intermediate Unit 6A P.54-55

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward factual texts on familiar topics such as money, lifestyle and personal habits, and can identify both the main ideas and supporting detail in clearly structured texts (Overall reading comprehension / Reading for information and argument).

- Read for gist to identify the main topic and purpose of a text about money and lifestyle habits
- Read for detailed understanding to identify spending patterns, attitudes and examples
- Recognise how present perfect and past simple are used to describe experience and past behaviour
- Identify supporting detail and examples used to justify opinions
- Infer meaning of unfamiliar vocabulary related to money and lifestyle from context
- Follow the development of ideas in a text comparing habits and behaviours

NEF 6A Reading 1b-d; Vocabulary 3a-c

Pronunciation: Pronunciation is generally intelligible and learners can use stress and rhythm to support meaning in extended speech on familiar topics (Phonological control).

- Practise stress patterns in money-related vocabulary
- Improve clarity in sentences contrasting past and present experiences
- Recognise weak forms in auxiliary verbs
- Develop more natural rhythm in short discussions about spending and saving
- Improve intelligibility in extended speaking turns

NEF 6A Pronunciation; Speaking tasks

Grammar: Can use present perfect and past simple with reasonable accuracy to describe experiences, habits and completed actions (Grammatical accuracy).

- Use present perfect vs past simple accurately
- Distinguish between life experience and finished past events
- Use appropriate time expressions (ever, never, ago, last, recently)
- Form and use questions correctly
- Apply grammar in personalised speaking tasks
- Maintain acceptable control of form in short discussions

NEF 6A Grammar 2a-d; Grammar Bank 6A

Writing: Can write straightforward connected texts describing habits, experiences and opinions, linking ideas in a clear sequence (Overall written production / Coherence and cohesion).

- Write about personal spending habits and lifestyle
- Compare past and present behaviour
- Use appropriate linking devices (and, but, because, so)
- Organise ideas logically
- Maintain coherence across sentences
- Use topic-specific vocabulary accurately

NEF Writing Bank; 6A writing tasks

Speaking: Can discuss familiar topics such as money and lifestyle and express opinions and

experiences with some confidence (Overall spoken interaction / Informal discussion).

- Talk about spending and saving habits
- Compare past and present lifestyle
- Express opinions about money
- Ask and answer follow-up questions
- Maintain interaction in discussion
- Respond appropriately to others' ideas

NEF 6A Speaking 6a-c; Communication tasks

Vocabulary: Has sufficient vocabulary to discuss money, spending and lifestyle, though some circumlocution may occur (Vocabulary range / Vocabulary control).

- Use vocabulary related to money, spending and saving
- Recognise and use common collocations (spend money, save up, waste money)
- Use lexical chunks in context
- Extend vocabulary range for financial habits
- Improve precision in lexical choice
- Use expressions for describing lifestyle

NEF 6A Vocabulary 3a-c

Listening: Can understand the main points and selected detail in clear standard speech on familiar topics such as money and lifestyle (Overall listening comprehension / Listening to audio recordings).

- Listen for gist in conversations about money habits
- Identify key details (who, what, how much, why)
- Recognise present perfect forms in spoken context
- Follow short discussions about lifestyle choices
- Identify speaker attitudes and opinions
- Extract relevant information for follow-up tasks

NEF 6A Listening 5a-d

Exam Focus:

- TIE Exam - Writing a letter

Irish Culture:

- Irish festivals and social life

Suggested Supplementary Material:

- *Headway Pre-Intermediate – Unit 5*
- *Cutting Edge Pre-Intermediate – Module 1*
- *Empower B1 – Unit 4A*
- *New Inside Out Pre-Intermediate – Unit 5*
- *Ready for PET – Unit 9 Lesson 1*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 42-46*
- *Instant PET – Pg 33, 43, 45, 51, 56, 65, 89, 95*
- *English Pronunciation in Use – Unit 16/20,*
- *English File Pre-Intermediate - Unit 11A*
- *Irish Culture Book 2 – Unit 11*

B1 Course Plan – Week 24

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 24	Crime, law, reporting events	Passive voice (present and past)	Describe events, report incidents	New English File Intermediate Unit 6B P. 56-57

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts on familiar topics such as crime and law and can identify both main ideas and supporting detail (Overall reading comprehension).

- Read for gist to identify the topic of crime-related texts
- Read for detail to identify events, causes and outcomes
- Recognise how information is structured in reports
- Identify key facts and supporting examples
- Infer meaning of unfamiliar vocabulary

NEF 6B Reading & Speaking 1b–d

Pronunciation: Pronunciation is generally intelligible and learners can use stress and rhythm effectively in connected speech (Phonological control).

- Practise stress in crime-related vocabulary
- Improve clarity in past passive forms
- Develop rhythm in narrative speech

NEF 6B Pronunciation

Grammar: Can use passive structures with reasonable accuracy to describe events and processes (Grammatical accuracy).

- Use passive voice (present and past)
- Transform active sentences into passive
- Focus on action rather than agent
- Apply grammar in real-life contexts

NEF 6B Grammar 2a–d; Grammar Bank 6B

Writing: Can write simple connected texts describing events and reporting information clearly (Overall written production).

- Write a short report of an event
- Organise information logically
- Use passive structures appropriately
- Maintain clarity and coherence

NEF Writing tasks; 6B follow-up

Speaking: Can describe events and report incidents with some confidence (Overall spoken interaction).

- Talk about crime and law
- Describe events in sequence
- Report incidents
- Maintain interaction

NEF 6B Speaking 6a–c

Vocabulary: *Has sufficient vocabulary to discuss crime, law and reporting events (Vocabulary range).*

- Use crime-related vocabulary
- Recognise collocations (commit a crime, arrest someone)
- Extend lexical range
- Use topic-specific expressions

NEF 6B Vocabulary 3a-c

Listening: *an understand the main points and specific detail in conversations about familiar topics such as crime and events (Overall listening comprehension).*

- Listen for gist in crime-related discussions
- Identify key details (who, what, when, why)
- Follow narrative sequences
- Recognise key vocabulary

NEF 6B Listening 5a-d

Exam Focus:

- TIE Exam – Speaking practise test

Irish Culture:

- Irish film

Suggested Supplementary Material:

- *Headway Pre-Intermediate – Unit 10*
- *Cutting Edge Pre-Intermediate – Module 12*
- *Keynote Pre-Intermediate – Unit 12*
- *Empower B1 – Unit 11*
- *New Inside Out Pre-Intermediate – Unit 12*
- *Gateway – Unit 10*
- *Ready for PET – Unit 10 Lesson 2*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 51-54*
- *English Pronunciation in Use – Unit 16, English File Pre-Inter Unit 10A*
- *Irish Culture Book 2 – Unit 9*

B1 Course Plan – Week 25

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 25	Media, news, communication	Reported speech	Report information, summarize messages	New English File Intermediate Unit 6C P. 58-59

Weekly Objectives: By the end of this week, students should be able to:

Reading: Can understand straightforward texts on familiar topics such as media and communication and can identify both general meaning and specific detail (Overall reading comprehension).

- Read for gist to identify topic and purpose
- Read for detail to identify key information
- Recognise how information is structured
- Infer meaning from context

NEF 6C Reading & Listening 1a-f

Pronunciation: Pronunciation is generally intelligible and learners can use intonation and stress effectively (: Phonological control).

- Practise stress and intonation in reported speech
- Improve clarity in longer utterances

NEF 6C Pronunciation

Grammar: Can use reported speech with reasonable accuracy to report information and messages (Grammatical accuracy).

- Use reported speech
- Report statements and questions
- Maintain correct tense shifts
- Apply grammar in communication

NEF 6C Grammar; Grammar Bank 6C

Writing: Can write connected texts reporting information and summarising messages clearly (Overall written production).

- Write summaries of information
- Report messages clearly
- Organise ideas logical

NEF Writing tasks

Speaking: Can report information and summarise messages in conversation with some confidence (Overall spoken interaction).

- Report what others said
- Summarise information
- Maintain interaction

NEF 6C Speaking

Vocabulary: Has sufficient vocabulary to discuss media, news and communication (Vocabulary range).

- Use media-related vocabulary
- Recognise collocations
- Extend lexical range

NEF 6C Vocabulary

Listening: Can understand the main points and selected detail in clear standard speech on familiar topics such as media and communication (Overall listening comprehension).

- Listen for gist and detail
- Identify key information
- Follow discussions

NEF 6C Listening

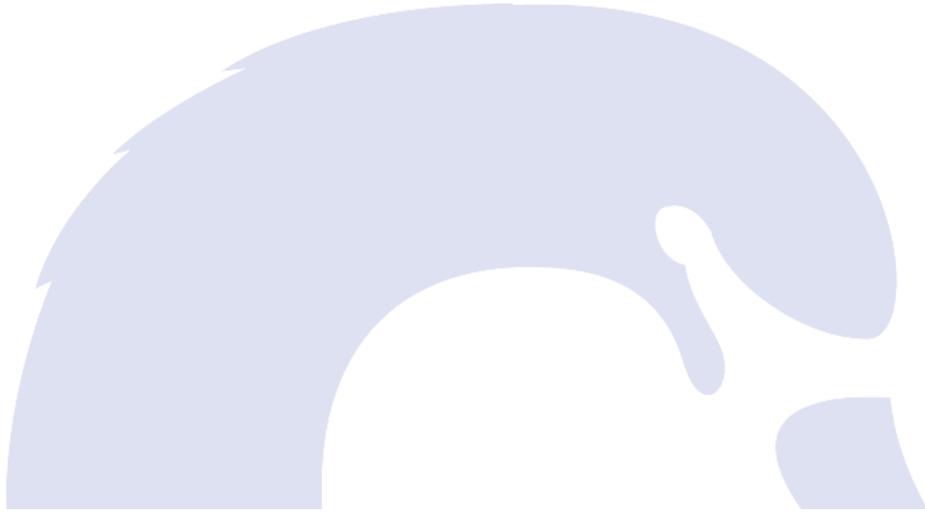
TIE Exam – Writing practice test

Irish Culture:

- Irish sport

Suggested Supplementary Material:

- *Headway Pre-Intermediate* – Unit 9/11
- *Cutting Edge Pre-Intermediate* – Module 16
- *Gateway B1* – Unit 6
- *Keynote Pre-Intermediate* – Unit 2
- *Navigate B1* - Unit 6.2/9.1
- *Empower B1* - Unit 9A/10A/12B
- *Instant PET* - pg 17, 25, 41, 81, 109, 111, 117
- *English Vocabulary in Use Pre-Intermediate/Intermediate* – Unit 13-14
- *English Pronunciation in Use* – Unit 27/28
- *English File Pre-Intermediate* - Unit 8B/9A (Conditionals)
- *Irish Culture Book 2* – Unit 2



S English **W** Language **A** Training **N**

GE - Level B1+ Syllabus

(CEFR Level B1+)

B1+ Course Syllabus

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 11.00 Class tutor time	Introduce topic and weekly objectives. Practise Key lexis and target language Focus on pair/group work	Review lexis and objectives from Monday . Focus on communicative practice in relevant core skills (based on weekly outcomes and syllabus focus)	Focus on language in use in addition to form. Prepare students for integrated skills. **Address any issues/ learning needs emerging from tutorials or previous classroom tasks.	Weekly Assessment (Speaking Test) Weekly one-to-one Tutorials: *Initiate individual learning targets with students. *Review monthly tutorial learning goals(e.g. H/W, areas for improvement in core skills, class conduct, exam targets)	TIE Exam Focus: Practise parts of the TIE exam with whole class-focus on pair work/ peer testing and correction. Weekly Assessment (Skills Test)
11.00 - 11.20	Break	Break	Break	Break	Break
11.20 - 13.00 Class tutor time	Focus on review of target language and productive skills Irish Culture Topic	Integrated grammar/ vocabulary development Life skills	Integrated grammar/ vocabulary development Life skills	Revise weekly topic and focus or errors. Prepare students for weekly assessment through pair/grp work & peer correction	Weekly Assessment (Unit Test) Review of the week

Coursebooks: *Outcomes Intermediate (National Geographic 2019)/ English File Intermediate Plus 3RD Edition (OUP 2022)*

Speaking exam practice: <http://ielt.ie/teacher-information1> , [TIE Handbook](#) (click to follow link). See schedule. Steps 1-5. Teachers to begin with steps 1 and 2 of the TIE oral exam with selected students to model exam format, following on from weekly TIE input (Fridays, session 1). Guidelines and exam practice format available with tutorial form on G-drive.

Supplementary materials: Suggested supplementary materials are listed at the end of each weekly topic. This is a selection only and more resources should/may be used. The syllabus also includes a TIE exam focus plus a topic of Irish culture each week. Please ensure that both of these areas are covered.

Please fill in your lesson plan on the shared Google Drive (ask ADOS for link) by Monday afternoon at the latest so that the teacher you are sharing with can plan accordingly.

B1+ Outcomes	
Listening	● I can understand straightforward information about every day, study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent.
Reading	● I can understand the main points in straightforward texts on subjects of personal or professional interest.
Speaking	● I can describe an incident or an accident, making the main points clear. ● I can express my feelings about something that I have experienced, and explain why I felt that way
Writing	● I can write about a variety of familiar subjects well enough for others to follow my story or argument.

B1+ Course Plan – Week 1

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 1	First Class	Auxiliary verbs, negatives and questions	Maintaining conversations, telling stories, learning languages	Outcomes Intermediate Unit 1 P. 6

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand the main points in straightforward factual texts on subjects related to personal and professional interest with a satisfactory level of comprehension; can identify the main points and relevant supporting detail in a clearly written text (Overall reading comprehension / Reading for information and argument).

- Read to confirm predictions, infer from a text and respond to information in a text – *The Google Translators in Human Form*

Pronunciation: Pronunciation is generally intelligible; can produce a range of sounds, stress patterns and weak forms with sufficient clarity to be understood, even if a foreign accent is sometimes evident (Phonological control).

- Pronounce auxiliary verbs in continuous speech
- Pronounce weak forms in narrative tenses

Grammar: Can use a reasonably accurate repertoire of frequently used structures associated with predictable situations; can use common question forms and negatives with reasonable control in familiar contexts (Grammatical accuracy / Linguistic control)

- Understand and use auxiliary verbs to form negatives and questions
- Understand and use narrative tenses to tell stories

Writing: Can write straightforward connected texts on familiar subjects, linking a series of shorter elements into a simple linear sequence; can write about familiar experiences so that others can follow the message (Overall written production / Coherence).

- See Exam Focus

Speaking: Can communicate with some confidence on familiar routine matters; can enter unprepared into conversations on familiar topics; can find out and pass on straightforward factual information; can provide concrete information in a structured interview and use spontaneous follow-up questions (Overall spoken interaction / Information exchange / Interviewing and being interviewed / Informal discussion).

- Use follow up questions to maintain a conversation
- Talk about experiences of using English beyond the classroom
- Tell an anecdote/story based on a specific idea

Vocabulary: Has sufficient vocabulary to express him/herself on most everyday topics such as family, hobbies, interests, work, travel and current events, though lexical gaps may still cause hesitation (Vocabulary range).

- Use words associated with the status, jobs and interests of a family and friends
- Use expressions to talk about language

Listening: Can understand straightforward factual information about everyday, study- or work-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a familiar accent; can generally follow the main points of extended discussion around him/her (Overall listening comprehension / Understanding interaction between native speakers).

- Listen for general and specific information – *Nice To Meet You*

Exam Focus:

- TIE Exam – Introduction to the TIE exam

Irish Culture:

- Questions about Ireland

Suggested Supplementary Material:

- *Inside Out Intermediate – Unit 1*
- *Empower B1+ – Unit 1A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 4-6*
- *English Pronunciation in Use Intermediate – Unit 35*
- *Irish Culture Book 1/2 – Unit 1*

B1+ Course Plan – Week 2

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 2	Feelings	Review of present simple and continuous, verbs + <i>like</i> and <i>as if</i>	Meeting and greeting, responding to news, describing feelings	Outcomes Intermediate Unit 2 P. 14

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand straightforward factual texts on familiar topics and identify specific information and main ideas (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for specific information and respond to information in a text – *It Only Takes Juan Mann To Change The World*

Pronunciation: *Can produce intelligible connected speech with appropriate stress and intonation patterns (Phonological Control).*

- Practise the pronunciation and intonation of response questions
- Pronounce weak forms in present tenses
- Understand aspects of fast speech

Grammar: *Can use a range of simple structures accurately to describe present situations and states (Grammatical Accuracy / Linguistic Control).*

- Understand and use linking verbs with *like* and *as if* to describe feelings
- Understand and use the present simple and present continuous to tell stories

Writing: *Can write personal correspondence describing experiences and maintaining communication (Correspondence / Overall Written Production).*

- Write an email to keep in touch with someone (p150-151)

Speaking: *Can express and respond to feelings and react appropriately in social interaction (Informal Discussion / Conversation).*

- Respond to news using appropriate expressions
- Describe what people do when they meet and greet
- Discuss experiences of bumping into people they know

Vocabulary: *Has sufficient vocabulary to describe feelings, reactions and everyday situations (Vocabulary Range).*

- Use adjectives to describe feelings
- Use *-ed/-ing* adjectives to describe feelings

Listening: *Can understand the main points and specific details of clear standard speech on familiar topics (Overall Listening Comprehension).*

- Listen for general and specific information – *Are You Ok?*
- Listen to confirm predictions and for specific information

Exam Focus:

- TIE Exam – Introduction to speaking part 1 - talking about yourself

Irish Culture:

- Irish Character & Relationships

Suggested Supplementary Material:

- *Navigate B1+ - Unit 1*
- *Keynote Intermediate - Unit 2*
- *Empower B1+ - Unit 3*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 45/46*
- *English Pronunciation in Use Intermediate - Unit 42/50*
- *Irish Culture Book 2 - Unit 3*

B1+ Course Plan – Week 3

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 3	Time Off	Review future forms, present perfect simple for experiences	Giving/responding to suggestions, talking about holidays	Outcomes Intermediate Unit 3 P. 24

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts and locate specific information needed for a task (Reading for Orientation / Overall Reading Comprehension).

- Read for specific information in a text – *A Complete Disaster*

Pronunciation: Can produce connected speech with appropriate linking between sounds (Phonological Control).

- Notice how consonant sounds link to vowel sounds across word boundaries in connected speech

Grammar: Can use a range of structures to describe future plans and past experiences (Grammatical Accuracy / Linguistic Control)

- Understand how to use future forms to express plans for the future
- Understand and use the present perfect simple to describe experiences

Writing: Can write simple connected texts describing experiences and plans (Overall Written Production).

- Produce short written responses to prompts
- Describe past experiences in sequence
- Use linking devices to organise ideas

Speaking: Can express opinions, make suggestions and respond appropriately in familiar contexts (Informal Discussion / Conversation).

- Give and respond to suggestions
- Talk about what is important when choosing a holiday

Vocabulary: Has sufficient vocabulary to describe places, experiences and travel (Vocabulary Range).

- Use words and expressions to describe places of interest
- Use chunks from a reading text by manipulating and using them

Listening: Can understand straightforward factual information and follow descriptions of experiences (Overall Listening Comprehension).

- Listen for general and specific information – *Kraków: Places To Visit*
- Listen for general and specific understanding – *My Kind of Holiday*

Exam Focus:

- TIE Exam – Introduction to writing question 1 (unprescribed)

Irish Culture:

- Irish Culture and History

Suggested Supplementary Material:

- *Inside Out Intermediate - Unit 8*
- *Empower B1+ - Unit 5A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 36/86-89*
- *English Pronunciation in Use Intermediate - Unit 48/49*
- *Irish Culture Book 1/2 - Unit 10*

B1+ Course Plan – Week 4

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 4	Interests	Present and past habits, present perfect continuous	Talking about sport, music, films and books, free time activities	Outcomes Intermediate Unit 4 P. 32

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts and identify both meaning and use of key vocabulary (Overall Reading Comprehension / Reading for Information and Argument).

- Read for specific information and focus on common errors students make with the meaning and use of words – *The Play List Of Your Life*

Pronunciation: Can produce speech at natural speed with appropriate stress and weak forms (Phonological Control).

- Say questions at a natural speed
- Pronounce weak forms of auxiliary verbs, past participles and pronouns in continuous speech

Grammar: Can use a range of tenses to describe habits and ongoing actions (Grammatical Accuracy / Linguistic Control).

- Understand how to express present and past habits
- Understand and use the present perfect continuous to talk about how long something lasts

Writing: Can write short functional texts describing routines and preferences (Overall Written Production).

- Write short emails (p152-153)

Speaking: Can describe habits, abilities and preferences in familiar contexts (Sustained Monologue / Informal Discussion).

- Talk about sport activities and routines
- Talk about how well they can do something
- Express their specific tastes in music, books or films

Vocabulary: Has sufficient vocabulary to describe leisure activities and everyday situations (- Vocabulary Range).

- Use words and expressions to talk about free time activities
- Use vocabulary and phrases to describe injuries and problems
- Use adjectives to describe songs and music genres

Listening: Can understand the main points and specific details in extended speech on familiar topics (Overall Listening Comprehension).

- Listen for general and specific understanding – *Making The Most Of Your Time*
- Listen for specific information – *Hidden Talent*

Exam Focus:

- TIE Exam – Introduction to speaking part 2 – talking about a book/news story

Irish Culture:

- Irish Sport

Suggested Supplementary Material:

- *Navigate B1+ - Unit 5*
- *Keynote Intermediate - Unit 7*
- *English File Intermediate - Unit 2B/5A*
- *Empower B1+ - Unit 2B/9A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 69-73*
- *English Pronunciation in Use Intermediate - Unit 33/35/42/50*
- *Irish Culture Book 2 - Unit 2*

B1+ Course Plan – Week 5

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 5	Working Life	Modals of obligation, <i>get used to/used to</i>	Talking about work/jobs, describing various rules and laws, life changes	Outcomes Intermediate Unit 5 P. 42

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Can understand straightforward factual texts on familiar topics and identify both general meaning and specific detail (Overall Reading Comprehension / Reading for Information and Argument).

- Read for specific information and focus on useful language chunks in a text – *Terrible Jobs*
Not A Thing Of The Past

Pronunciation: Can produce intelligible connected speech with appropriate stress and weak forms (Phonological Control).

- Practise saying *must* and *can't* at a natural speed without pronouncing /t/
- Practise saying longer chunks using backchaining

Grammar: Can use a range of structures to describe obligation, rules and past habits (Grammatical Accuracy / Linguistic Control).

- Understand how to comment on other people's experiences using *must* and *can't*
- Understand and use *have to*, *can/can't*, *be (not) allowed to* and *be (not) supposed to* to talk about rules

Writing: Can write straightforward connected texts on familiar topics using basic organisational features (Overall Written Production).

- Write short texts about jobs and responsibilities
- Describe rules and routines in written form

Speaking: Can communicate with some confidence on familiar work-related topics and describe experiences (Overall Spoken Interaction / Information Exchange).

- Talk about jobs
- Use *doing what?* when asking about a person's role and duties in a job
- Talk about changes and adjustments in life

Vocabulary: Has sufficient vocabulary to discuss familiar topics such as work, routines and responsibilities (Vocabulary Range).

- Use words and phrases to describe jobs
- Use a lexical set of collocations when talking about work rules and laws
- Use *be used to* and *get used to* to talk about being familiar with a situation

Listening: Can understand the main points and specific details of clear standard speech on familiar topics (Overall Listening Comprehension).

- Listen for general and specific understanding – *That Must Be Stressful*
- Listen for specific information – *It's Against The Rules*

Exam Focus:

- TIE Exam – Introduction to writing part 2 (prescribed)

Irish Culture:

- How Irish Speak

Suggested Supplementary Material:

- *Navigate B1+ – Unit 7*
- *Keynote Intermediate – Unit 1*
- *English File Intermediate – Unit 4B/8B*
- *Empower B1+ – Unit 2A/6A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 69-73*
- *English Pronunciation in Use Intermediate – Unit 47*
- *Irish Culture Book 2 – Unit 7*

B1+ Course Plan – Week 6

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 6	Buying and Selling	Making comparisons, using noun phrases	Talking about shopping, buying presents, negotiating	Outcomes Intermediate Unit 6 P. 50

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Can understand straightforward texts and extract relevant information for a specific purpose (Reading for Orientation / Overall Reading Comprehension).

- Read and complete a questionnaire and respond to information in a text – *Shop Till You Drop*

Pronunciation: Can use intonation patterns to express meaning and attitude clearly (Phonological Control)

- Practise expressing surprise in their intonation

Grammar: Can use a range of structures to compare and describe objects and situations (Grammatical Accuracy / Linguistic Control).

- Understand how to modify comparatives and make comparisons
- Understand and use noun phrases

Writing: Can write simple connected texts describing events and experiences (Overall Written Production).

- Write a story (p154-155)

Speaking: Can interact in familiar transactional situations such as shopping and negotiating (Transactions to Obtain Goods and Services).

- Talk about shopping
- Talk about buying souvenirs and presents
- Negotiate prices in a shop

Vocabulary: Has sufficient vocabulary to describe everyday objects and consumer situations (Vocabulary Range).

- Use words and phrases to describe the use and features of smartphones
- Use vocabulary to describe clothes and accessories
- Use words and phrases to describe souvenirs and presents

Listening: Can understand the main points and specific details of clear speech in everyday contexts (Overall Listening Comprehension).

- Listen for general and specific understanding – *Time To Upgrade*
- Listen for specific information and create a context for new language – *Souvenir Shop*
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Introduction to speaking part 3 – an investigation

Irish Culture:

- Irish Science, Innovation & Business

Suggested Supplementary Material:

- *Keynote Intermediate* – Unit 5
- *Navigate B1+* - Unit 10
- *English File Intermediate* – Unit 2A/3A
- *Empower B1+* - Unit 8B
- *English Vocabulary in Use Pre-Intermediate/Intermediate* – Unit 53/57
- *English Pronunciation in Use Intermediate* – Unit 51-55
- *Irish Culture Book 2* – Unit 4

B1+ Course Plan – Week 7

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 7	Education	Future time clauses, zero and first conditional	Talk about courses and education, rules in the classroom	Outcomes Intermediate Unit 7 P. 60

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can scan texts to locate specific information and understand main ideas (Reading for Orientation / Overall Reading Comprehension).

- Read to check predictions and share information in a jigsaw reading activity – *What Works In Education*

Pronunciation: Can produce stress patterns accurately in familiar lexical items (Phonological Control).

- Pronounce the main stress in nouns formed in suffixes

Grammar: Can use a range of structures to describe real and possible situations (Grammatical Accuracy / Linguistic Control).

- Understand how to use future time clauses to specify the time at which a future action will take place
- Understand and use zero and first conditionals to talk about situations and their results

Writing: Can write personal and semi-formal correspondence conveying information clearly (Correspondence / Overall Written Production).

- Write emails or letters
- Organise ideas into paragraphs

Speaking: Can express opinions and respond to others in familiar discussions (Informal Discussion / Conversation).

- Talk about how education has changed
- Use *I can imagine* and *I bet* to sympathise
- Discuss rules for an ideal classroom or place of work

Vocabulary: Has sufficient vocabulary to discuss familiar academic topics and systems (Vocabulary Range).

- Use words and expressions to describe courses
- Use expressions to talk about education systems
- Build vocabulary by forming nouns from verbs

Listening: Can understand extended speech on familiar topics and identify key information (Listening Comprehension).

- Listen in order to make notes – *How's Your Course Going?*
- Listen to recognise the main speaker and listen for specific information and chunks of language – *Pay Attention*

Exam Focus:

- TIE Exam – Writing a letter/email

Irish Culture:

- Irish Literature

Suggested Supplementary Material:

- *Keynote Intermediate – Unit 9*
- *Inside Out Intermediate _ Unit 10*
- *English File Intermediate – Unit 7A*
- *Empower B1+ - Unit 5B*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 78/79*
- *English Pronunciation in Use Intermediate – Unit 30*
- *Irish Culture Book 1 – Unit 9*

B1+ Course Plan – Week 8

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 8	Eating	Generalisations, <i>tend to</i> , second conditional	Talking about food, cooking and restaurants	Outcomes Intermediate Unit 8 P. 68

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts and identify both general meaning and specific detail (Overall Reading Comprehension / Reading for Information and Argument).

- Read for specific information and share information in texts in a jigsaw reading activity – *Food For Thought*

Pronunciation: Can produce connected speech with appropriate reductions and contractions (Phonological Control).

- Pronounce *would* when contracted in second conditional sentences

Grammar: Can use a range of structures to speculate and generalise (Grammatical Accuracy / Linguistic Control).

- Understand how to make generalisations and use *tend to*
- Understand and use the second conditional to speculate about situations and possible results

Writing: Can write simple functional texts making requests and expressing needs (Overall Written Production).

- Making requests in writing

Speaking: Can take part in informal discussions on familiar topics, expressing opinions and preferences (Informal Discussion).

- Talk about cooking and food preferences
- Discuss various foreign cuisines
- Discuss experiences of eating out

Vocabulary: Has sufficient vocabulary to describe food, processes and experiences (Vocabulary Range).

- Use words to describe food, methods of cooking and taste
- Use language to talk about different restaurants

Listening: Can understand the main points and specific details in conversations on familiar topics (Overall Listening Comprehension).

- Listen for specific understanding – *I'll go for that*
- Listen for general understanding and to practise listening intensively for the correct words – *What A Place!*

Exam Focus:

- TIE Exam – Introduction to speaking part 4 – collaborative task

Irish Culture:

- Irish Food

Suggested Supplementary Material:

- *Keynote Intermediate - Unit 12*
- *Inside Out Intermediate - Unit 5*
- *English File Intermediate - Unit 1A/7B*
- *Empower B1+ - Unit 6B/10A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 58/59*
- *Headway Pronunciation Intermediate - Unit 8*
- *Irish Culture Book 1 - Unit 2*

B1+ Course Plan – Week 9

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 9	Houses	Present perfect tenses, comparing now and the past	Talking about houses/apartments, life changes	Outcomes Intermediate Unit 9 P. 78

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward factual texts and identify both general meaning and specific detail (Overall Reading Comprehension / Reading for Information and Argument).

- Read for the general understanding of a text and for specific information – *Waiting For The Bubble To Burst*

Pronunciation: Can produce connected speech with appropriate linking and intrusion (Phonological Control).

- Pronounce the intrusive /j/ sound in connected speech
- Practice the linking between words in phrases

Grammar: Can use a range of structures to describe changes, trends and comparisons (Grammatical Accuracy / Linguistic Control).

- Understand how use the present perfect forms to talk about changes or trends
- Understand ways of comparing now and the past

Writing: Can write straightforward connected texts describing familiar topics and changes (Overall Written Production).

- Write short texts describing housing situations
- Compare past and present living conditions

Speaking: Can describe experiences and compare situations in familiar contexts (Sustained Monologue / Informal Discussion).

- Talk about houses and facilities
- Use expressions and compare the size of places
- Talk about life changes
- Talk about Berlin and accommodation

Vocabulary: Has sufficient vocabulary to describe everyday situations such as housing and social issues (Vocabulary Range)

- Use words to describe houses and apartments
- Use vocabulary and phrases to talk about social issues
- Use words connected with describing areas of a city

Listening: Can understand the main points and specific details of clear standard speech on familiar topics (Overall Listening Comprehension).

- Listen for specific information and for language chunks – *Describing Homes*
- Listen for general and specific understanding – *Room To Rent*

Exam Focus:

- TIE Exam – Writing about a news story

Irish Culture:

- Visual Ireland

Suggested Supplementary Material:

- *English File Intermediate* - Unit 2B/7B
- *Empower B1+* - Unit 7
- *English Vocabulary in Use Pre-Intermediate/Intermediate* - Unit 49
- *Headway Pronunciation Intermediate* - p28/52
- *English Pronunciation in Use Intermediate* - Unit 48/49
- *Irish Culture Book 2* - Unit 5

B1+ Course Plan – Week 10

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 10	Going Out	Quantifiers, future in the past	Talking about artists, performers, giving directions, describing events, idioms with parts of the body	Outcomes Intermediate Unit 10 P. 86

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts and respond to ideas and opinions (Overall Reading Comprehension / Reading for Information and Argument)

- Read for specific information and for personal response – *Big Night Out*

Pronunciation: Can use intonation patterns to express meaning and interactional function (Phonological Control).

- Practise the pronunciation and intonation of response expressions

Grammar: Can use a range of structures to describe quantity and past intentions (Grammatical Accuracy / Linguistic Control).

- Understand how to use quantifiers
- Understand how to use the future in the past to talk about plans, promises and predictions

Writing: Can write formal and semi-formal texts conveying information clearly (Correspondence / Overall Written Production).

- Write formal emails (p158-159)

Speaking: Can interact in familiar social situations and describe events and experiences (Informal Discussion / Information Exchange).

- Talk about artists, performers and places to visit
- Explain where things are when giving directions
- Talk about places they have been to in the evening time

Vocabulary: Has sufficient vocabulary to describe cultural events, entertainment and social activities (Vocabulary Range).

- Use words to describe exhibitions, films and theatre
- Understand idioms using parts of the body
- Use words connected with describing events

Listening: Can understand the main points and specific details in clear speech on familiar topics (Overall Listening Comprehension).

- Listen for specific information – *What's On*
- Listen intensively for chunks of language – *A Change of Plan*

Exam Focus:

- TIE Exam – Speaking – Talking about yourself

Irish Culture:

- St Patrick

Suggested Supplementary Material:

- *English File Intermediate - Unit 6A*
- *Inside Out Intermediate - Unit 9*
- *Empower B1+ - Unit 7B/9*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 73*
- *Headway Pronunciation Intermediate - Unit 8*
- *English Pronunciation in Use Intermediate - Unit 40/43*
- *Irish Culture Book 2 - Unit 11*

B1+ Course Plan – Week 11

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 11	The Natural World	Expressing past ability and obligation, passives	Talking about animals, telling stories, talking about the natural world	Outcomes Intermediate Unit 11 P. 96

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts describing events, situations and factual information (Overall Reading Comprehension).

- Read for general understanding and decide which words in a text to learn – *The Strange Story of Maurice Wilson*
- Read about natural resources and learn new vocabulary related to the topic

Pronunciation: Can produce intelligible speech with appropriate stress and rhythm (Phonological Control).

- Practise the pronunciation and stress on vowel sounds when emphasising adverbs to show how we feel

Grammar: Can use a range of structures to describe past ability, obligation and passive forms (Grammatical Accuracy / Linguistic Control).

- Understand how to use *could, couldn't, managed to* and *had to* to express past ability and obligation
- Understand how to form and use passives

Writing: Can write straightforward connected texts describing events and processes (Overall Written Production).

- Write short descriptions of natural events
- Describe processes using passive forms
- Organise ideas logically

Speaking: Can describe events, experiences and factual information in a clear sequence (Sustained Monologue).

- Talk about animals as pets
- Use phrases to tell stories
- Talk about challenges in the natural world

Vocabulary: Has sufficient vocabulary to describe familiar and semi-specialised topics such as nature and the environment (Vocabulary Range).

- Use words to describe the sound and movement of animals
- Understand and use phrases to talk about challenges and achievements

Listening: Can understand the main points and specific details of clear speech on familiar topics (Overall Listening Comprehension).

- Listen for general and specific understanding – *So What Happened?*
- Listen for information – *Challenges and Achievements*
- Listen for specific information and intensively for chunks of language – *Natural Resources*

Exam Focus:

- TIE Exam - Writing a letter

Irish Culture:

- Irish Weather

Suggested Supplementary Material:

- *English File Intermediate - Unit 4*
- *Keynote Intermediate - Unit 11*
- *Empower B1+ - Unit 5*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 73*
- *Headway Pronunciation Intermediate - p28/36*
- *Irish Culture Book 1 -Unit 8*

B1+ Course Plan – Week 12

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 12	People I Know	<i>Used to, would, past simple</i>	Talk about people, families and grandparents, describe characters and relationships	Outcomes Intermediate Unit 12 P. 104

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Can understand straightforward texts and identify relevant information (Overall Reading Comprehension).

- Read intensively to find out where missing sentences go in a text and analyse the language in it – *Struggling To Fit Into The Role of Granny*

Pronunciation: Can produce connected speech with appropriate stress and rhythm (Phonological Control).

- Practice the main stress in adjectives
- Pronounce /t/ and /d/ when expressing regrets

Grammar: Can use a range of structures to describe experiences and sequences (Grammatical Accuracy / Linguistic Control).

- Understand how to use *used to, would* and the past simple to talk about memories
- Understand how to express regret using *wish*

Writing: Can write connected texts describing experiences (Overall Written Production).

- Write reports (p160-161)

Speaking: Can describe experiences and events in a clear sequence (Sustained Monologue).

- Talk about people and families
- Compare photos of people to someone we know using *that's like*
- Discuss attitudes to grandparents
- Talk about how they know close friends or partners

Vocabulary: Has sufficient vocabulary to describe travel and experiences (Vocabulary Range)

- Use adjectives to describe character
- Understand and use words and phrases to talk about relationships

Listening: Can understand the main points and details of clear speech (Overall Listening Comprehension).

- Listen for general and specific understanding and for specific chunks of information – *Family and Friends*
- Listen for specific information and for specific chunks of language – *How Do You Know Each Other?*
- Understand fast speech

Exam Focus:

- TIE Exam – Speaking – Planning an investigation

Irish Culture:

- Irish Character & Relationships

Suggested Supplementary Material:

- *English File Intermediate* - Unit 1A/5B
- *Keynote Intermediate* - Unit 2
- *Empower B1+* - Unit 3
- *English Vocabulary in Use Pre Intermediate/Intermediate* - Unit 45/46
- *English Pronunciation in Use Intermediate* - Unit 5/30
- *Irish Culture Book 2* - Unit 3

B1+ Course Plan – Week 13

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 13	Journeys	Third conditional, present perfect simple for experiences, phrasal verbs phrasal verbs	Talking about travel/journeys, things that go wrong, extreme adjectives	Outcomes Intermediate Unit 13 P. 114

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward factual texts on familiar topics and identify both general meaning and specific detail

(Overall Reading Comprehension / Reading for Information and Argument).

- Read for general and specific understanding – *The Long Journey To A New Life*

Pronunciation: Can produce intelligible connected speech with appropriate stress and rhythm (Phonological Control).

- Practice the main stress in extreme adjectives

Grammar: Can use a range of structures to give advice and describe habits (Grammatical Accuracy / Linguistic Control).

- Understand how to use the third conditional to talk about imagined situations in the past
- Understand how to use the present perfect simple to describe experiences

Writing: Can write straightforward connected texts giving advice and describing routines (Overall Written Production).

- Write short texts giving advice
- Describe healthy routines
- Use linking devices clearly

Speaking: Can express opinions and give advice in familiar contexts (Informal Discussion / Conversation).

- Talk about places they have been to or would like to go to
- Talk about journeys using the expression *how come?*
- Talk about experiences of situations where things went wrong
- Use expressions to blame people when things go wrong

Vocabulary: Has sufficient vocabulary to describe health, habits and lifestyle (Vocabulary Range).

- Use to describe travelling and travel problems
- Understand and practise certain phrasal verbs
- Use extreme adjectives when describing things/situations

Listening: Can understand the main points and specific details of clear standard speech on familiar topics (Overall Listening Comprehension).

- Listen for general understanding and for how adjectives are used – *How Was Your Journey?*

- Listen for general and specific understanding – *It's My Own Fault*

Exam Focus:

- TIE Exam – Writing about a book they have read

Irish Culture:

- How Irish Move

Suggested Supplementary Material:

English File Intermediate – Unit 3A/9A

Inside Out Intermediate – Unit 8/11

Empower B1+ - Unit 10B

English Vocabulary in Use Pre Intermediate/Intermediate – Unit 16/17/86-89

English Pronunciation in Use Intermediate – Unit 41

Headway Pronunciation Intermediate – p36

Irish Culture Book 2 – Unit 8

B1+ Course Plan – Week 14

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 14	Technology	Articles, infinitive v -ing forms	Talk about computers, gadgets and apps, write opinions	Outcomes Intermediate Unit 14 P. 122

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts and identify main ideas and relevant details (Overall Reading Comprehension)

- Read for specific understanding – *My Life As A Gamer*

Pronunciation: Can produce connected speech with appropriate stress and intonation (Phonological Control).

- Practice saying problems and giving advice using natural stress and intonation

Grammar: Can use a range of structures to describe processes and opinions (Grammatical Accuracy / Linguistic Control).

- Understand when to use definite, indefinite or no articles
- Use and understand when to use infinitives and -ing forms

Writing: Can write connected texts describing processes and expressing opinions (Overall Written Production).

- Write opinion lead essays

Speaking: Can describe processes and express opinions in familiar discussions (Informal Discussion / Sustained Monologue).

- Discuss computers and how they have changed
- Talk about sorting out problems using fixed phrases
- Talk about gadgets and apps

Vocabulary: Has sufficient vocabulary to discuss technology and communication (Vocabulary Range).

- Use words and phrases to talk about computers
- Practise words and phrases to talk about games
- Use adjectives to describe electronic gadgets and apps

Listening: Can understand the main points and specific details of clear speech on familiar topics (Overall Listening Comprehension).

- Listen for general and specific understanding – *My Computer Hates Me*
- Listen for specific information – *Games People Play*
- Listen for general and specific understanding – *It's A Neat Gadget*
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Speaking – A collaborative task

Irish Culture:

- Modern Irish Music

Suggested Supplementary Material:

- *English File Intermediate - Unit 3B/9B*
- *Keynote Intermediate - Unit 6/8*
- *Empower B1+ - Unit 2B*
- *English Vocabulary in Use Pre Intermediate/Intermediate - Unit 77*
- *Headway Pronunciation Intermediate - p48*
- *Irish Culture Book 1 - Unit 5*

B1+ Course Plan – Week 15

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 15	Injuries and Illness	Adverbs, reported speech	Talk about injuries and illnesses, accidents that happened	Outcomes Intermediate Unit 15 P. 132

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts and identify main ideas and supporting details (Overall Reading Comprehension).

- Read for specific information and focus on useful language chunks in a text – *Fact or Myth?*

Pronunciation: Can produce intelligible speech with appropriate rhythm and stress (Phonological Control).

- Identify the difference in word stress for nouns, adjectives or adverbs

Grammar: Can use a range of structures to describe situations and express opinions (Grammatical Accuracy / Linguistic Control).

- Understand how to use adverbs
- Use and understand reported speech to report statements and questions

Writing: Can write straightforward connected texts describing familiar topics and expressing opinions (Overall Written Production).

- Write short texts about cultural topics
- Express opinions clearly

Speaking: Can take part in discussions and express viewpoints clearly (Informal Discussion / Conversation).

- Talk about injuries and illness
- Use short questions with *any* in conversations
- Discuss different accidents that can happen using reported speech

Vocabulary: Has sufficient vocabulary to discuss cultural and social topics (Vocabulary Range).

- Use words and phrases related to injuries and illnesses
- Use the correct word endings (suffixes) to show whether a word is a noun, adjective or adverb
- Use vocabulary and phrases to describe accidents and problems

Listening: Can understand the main points and specific details of clear standard speech (Overall Listening Comprehension).

- Listen for general and specific understanding – *What Seems To Be The Problem?*
- Listen for general and specific information – *Accidents and Injuries*

Exam Focus:

- TIE Exam – Writing a review (See Empower B1 - Unit 8D)

Irish Culture:

- Irish Sport

Suggested Supplementary Material:

- *English File Intermediate - Unit 8A*
- *Inside Out Intermediate - Unit 2*
- *Keynote Intermediate - Unit 12*
- *Empower B1+ - Unit 10C*
- *English Vocabulary in Use Pre Intermediate/Intermediate - Unit 77*
- *English Pronunciation in Use Intermediate - Unit 30*
- *Headway Pronunciation Intermediate - p41*
- *Irish Culture Book 2 - Unit 2*

B1+ Course Plan – Week 16

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 16	News and Events	Reporting verbs, defining relative clauses	Talk about the news, explain what people are famous for	Outcomes Intermediate Unit 16 P. 140

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts across familiar topics and integrate information (Overall Reading Comprehension).

- Read for general understanding in a text and to interpret information – *Seeking Fame & Fortune*

Pronunciation: Can produce intelligible connected speech with improved control of stress and rhythm (Phonological Control).

- Practise the falling intonation in tag questions to show agreement

Grammar: Can use a range of structures with reasonable accuracy in familiar contexts (Grammatical Accuracy / Linguistic Control).

- Understand how to use reporting verbs to introduce what is said or what was said
- Use and understand defining relative clauses

Writing: Can write straightforward connected texts on a range of familiar topics (Overall Written Production).

- Revision of writing reviews

Speaking: Can communicate with increasing confidence and fluency across familiar topics (- Overall Spoken Interaction / Sustained Monologue).

- Use common patterns to introduce and comment on the news
- Talk about types and sources of news
- Explain who famous people are
- Discuss the meaning of different quotations about fame

Vocabulary: Has sufficient vocabulary to discuss a range of familiar topics with some flexibility (Vocabulary Range).

- Use words and phrases to talk about news stories
- Use phrases to explain who people are

Listening: Can understand the main points and specific details of clear standard speech across familiar topics (Overall Listening Comprehension).

- Listen for general and specific understanding and hear key chunks of language in a conversation – *In The Headlines*
- Listen for specific information – *I've Never Heard of Him*
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Talking about a news story

Irish Culture:

- Irish Culture and History

Suggested Supplementary Material:

- *English File Intermediate* - Unit 10A
- *Inside Out Intermediate* - Unit 7
- *Empower B1+* - Unit 8
- *English Vocabulary in Use Pre Intermediate/Intermediate* - Unit 74/75
- *English Pronunciation in Use Intermediate* - Unit 45
- *Headway Pronunciation Intermediate* - p32/48
- *Irish Culture Book 1/2* - Unit 10

B1+ Course Plan – Week 17

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 17	Experiences, past events, storytelling	Narrative tenses, <i>used to</i>	Telling stories, describing experiences	New English File Intermediate Plus Unit 4 P. 22

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts on familiar topics and identify both general meaning and specific detail (Overall Reading Comprehension / Reading for Information and Argument).

- Read for gist to identify topic and purpose
- Read for detail to identify key information
- Recognise narrative structure
- Infer meaning from context

NEF Intermediate Plus Unit 4 Reading a–d

Pronunciation: Can produce intelligible connected speech with appropriate stress and rhythm, though a foreign accent may be noticeable (Phonological Control).

- Practise sentence stress in narratives
- Improve rhythm in storytelling
- Use weak forms in connected speed

NEF Intermediate Plus Unit 4 Pronunciation a–b

Grammar: Can use reasonably accurately a repertoire of frequently used structures associated with predictable situations (Grammatical Accuracy / Linguistic Control).

- Use past simple and past continuous
- Use *used to* for past habits
- Sequence events clearly
- Maintain verb accuracy

NEF Intermediate Plus Unit 4 Grammar a–d

Writing: Can write straightforward connected texts on familiar topics, linking a series of shorter elements into a linear sequence (Overall Written Production / Coherence and Cohesion).

- Write a short narrative
- Use sequencing linkers (first, then, after that)
- Organise ideas logically
- Link sentences clearly

NEF Intermediate Plus Unit 4 Writing a–c

Speaking: Can communicate with some confidence on familiar topics and describe experiences, events and situations, giving brief reasons and explanations (Overall Spoken Interaction / Sustained Monologue).

- Describe past experiences
- Tell a story using prompts
- Express reactions and opinions
- Maintain interaction

NEF Intermediate Plus Unit 4 Speaking a–d

Vocabulary: Has sufficient vocabulary to express him/herself on familiar topics such as experiences and everyday life, though lexical gaps may still cause hesitation (Vocabulary Range / Vocabulary

Control).

- Use vocabulary related to experiences
- Use narrative collocations
- Apply topic vocabulary in speaking

NEF Intermediate Plus Unit 4 Vocabulary a-c

Listening: *Can understand the main points of clear standard speech on familiar matters and identify both general meaning and specific detail (Overall Listening Comprehension).*

- Listen for gist
- Listen for specific detail
- Identify sequence of events
- Recognise speaker attitude

NEF Intermediate Plus Unit 4 Listening a-e

Exam Focus:

- TIE Exam – Writing a report

Irish Culture:

- Irish Science, Innovation and Business

Suggested Supplementary Material:

- *Total English Intermediate – Unit 4*
- *Keynote Intermediate – Unit 5*
- *Navigate B1+ _ Unit 10*
- *English File Intermediate - Unit 8A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 20/24/41/67*
- *English Pronunciation in Use – Unit 29/32*
- *Irish Culture Book 2 – Unit 4*

B1+ Course Plan – Week 18

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 18:	Events, reactions, storytelling	Narrative structures, linkers	Describing events, reacting to experiences	New English File Intermediate Plus Unit 5 P. 28

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can recognise significant points in straightforward texts on familiar subjects (Reading for Information and Argument).

- Read for gist to identify topic
- Identify main ideas
- Extract specific details
- Interpret viewpoints

NEF Intermediate Plus Unit 5 Reading a–d

Pronunciation: Can produce intelligible connected speech with appropriate stress and intonation (Phonological Control).

- Practise intonation in storytelling
- Improve rhythm in longer utterances
- Maintain clarity in speech

NEF Intermediate Plus Unit 5 Pronunciation a–b

Grammar: Can use structures to describe events and express opinions with reasonable accuracy (Grammatical Accuracy / Linguistic Control).

- Use narrative structures
- Link ideas with conjunctions
- Express opinions clearly

NEF Intermediate Plus Unit 5 Grammar a–d

Writing: Can write connected texts describing events and experiences in a clear sequence (Overall Written Production / Coherence and Cohesion).

- Write a short story
- Use sequencing devices
- Organise ideas logically

NEF Intermediate Plus Unit 5 Writing a–c

Speaking: Can describe events and express reactions in a simple but coherent way (Sustained Monologue / Informal Discussion).

- Tell a story
- Describe reactions
- Express opinions

NEF Intermediate Plus Unit 5 Speaking a–d

Vocabulary: Has sufficient vocabulary to describe events and express reactions (Vocabulary Range / Vocabulary Control).

- Use vocabulary for events
- Express feelings and reactions

NEF Intermediate Plus Unit 5 Vocabulary a–c

Listening: Can understand the main points and details of clear standard speech on familiar topics

(Overall Listening Comprehension).

- Listen for gist
- Listen for detail
- Identify attitudes

NEF Intermediate Plus Unit 5 Listening a-e

Exam Focus:

- TIE Exam – Talking about a book

Irish Culture:

- How Irish Speak

Suggested Supplementary Material:

- *Total English Intermediate – Unit 6*
- *Cutting Edge Intermediate – Module 3*
- *Empower B1+ – Unit 8A*
- *Objective First Certificate – Unit 3*
- *New Inside Out Intermediate – Unit 1/8*
- *Just Right – Unit 4,*
- *English File Intermediate – Unit 3A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 47-50*
- *English Pronunciation in Use – Unit 2*
- *Irish Culture Book 2 – Unit 7*

B1+ Course Plan – Week 19

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 19	Media, communication, news	Reported speech, verb patterns	Talking about news, summarizing information, reporting what others say	New English File Intermediate Plus Unit 6 P. 34

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts on familiar topics such as media and communication and can identify both general meaning and specific detail (Overall Reading Comprehension / Reading for Information and Argument).

- Read for gist to identify topic and purpose
- Read for detail to identify key information
- Recognise how information is structured
- Infer meaning of unfamiliar words from context

NEF Intermediate Plus Unit 6C Reading & Listening 1a-f

Pronunciation: Can produce intelligible connected speech with appropriate stress and intonation, though a foreign accent may be noticeable (Phonological Control).

- Practise stress patterns in reported speech
- Improve intonation in statements and questions
- Use weak forms in connected speech

NEF Intermediate Plus Unit 6 Pronunciation a-b

Grammar: Can use a range of structures with reasonable accuracy in familiar contexts, including reporting what others say (Grammatical Accuracy / Linguistic Control).

- Use reporting verbs (say, tell, ask)
- Use reported speech structures
- Apply tense backshifting accurately
- Use correct word order in reported questions

NEF Intermediate Plus Unit 6 Grammar a-d

Writing: Can write straightforward connected texts on familiar topics, reporting information and linking ideas clearly (Overall Written Production / Coherence and Cohesion).

- Write a short summary of a news story
- Report what someone said using simple structures
- Organise ideas into logical paragraphs
- Use basic linking devices (and, but, because, so)

NEF Intermediate Plus Unit 6 Writing a-c

Speaking: Can communicate with some confidence on familiar topics and exchange information, including reporting events and opinions (Overall Spoken Interaction / Sustained Monologue).

- Talk about news and current events
- Report information from a text or conversation
- Express and respond to opinions
- Maintain interaction in discussion

NEF Intermediate Plus Unit 6 Speaking a-d

Vocabulary: Has sufficient vocabulary to discuss familiar topics such as media and communication, though limitations may cause hesitation (Vocabulary Range / Vocabulary Control).

- Use vocabulary related to news and media

- Use common collocations (e.g. break the news, report a story)
- Use expressions for communication and information
- Apply topic vocabulary in speaking tasks

NEF Intermediate Plus Unit 6 Vocabulary a-c

Listening: *Can understand the main points of clear standard speech on familiar matters and identify both general meaning and specific detail (Overall Listening Comprehension).*

- Listen for gist to understand overall meaning
- Listen for specific information
- Identify key facts and details
- Recognise speaker attitudes and opinions

NEF Intermediate Plus Unit 6 Listening a-e

Exam Focus:

- TIE Exam – Writing about a book you have read

Irish Culture:

- Irish Film

Suggested Supplementary Material:

- *Total English Intermediate – Unit 2*
- *Keynote Intermediate – Unit 9*
- *Empower B1+ – Unit 10B/C*
- *English File Intermediate – Unit 9A*
- *Inside Out Intermediate – Unit 11*
- *Cutting Edge Intermediate – Module 12*
- *Objective First Certificate – Unit 29*
- *New Inside Out Intermediate – Unit 11*
- *Straight Forward Intermediate – Unit 8b*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 51/66*
- *Irish Culture Book 2 – Unit 6*

B1+ Course Plan – Week 20

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 20	Education, learning, courses	Conditionals, future clauses	Expressing opinions, discussing systems	New English File Intermediate Plus Unit 7 P. 40

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts and identify main ideas and relevant details (Overall Reading Comprehension).

- Read for gist
- Identify key arguments
- Extract specific information
- Respond to viewpoint

NEF Intermediate Plus Unit 7 Reading a–d

Pronunciation: Can use appropriate stress and intonation patterns to be understood clearly (Phonological Control).

- Practise word stress in multi-syllable words
- Improve sentence stress

NEF Intermediate Plus Unit 7 Pronunciation a–b

Grammar: Can use a range of structures to describe real and possible situations (Grammatical Accuracy / Linguistic Control).

- Use conditionals
- Express cause and result
- Link ideas logically

NEF Intermediate Plus Unit 7 Grammar a–d

Writing: Can write connected texts expressing opinions and giving reasons (Overall Written Production / Coherence and Cohesion).

- Write opinion paragraphs
- Use linking devices
- Organise arguments clearly

NEF Intermediate Plus Unit 7 Writing a–c

Speaking

Can express and justify opinions in discussions on familiar topics (Overall Spoken Interaction / Informal Discussion).

- Discuss education systems
- Express opinions
- Agree/disagree

NEF Intermediate Plus Unit 7 Speaking a–d

Vocabulary: Has sufficient vocabulary to discuss familiar academic topics (Vocabulary Range / Vocabulary Control).

- Use education-related vocabulary
- Use collocations

NEF Intermediate Plus Unit 7 Vocabulary a–c

Listening: Can understand the main points and specific detail in extended speech (Overall Listening Comprehension).

- Listen for gist
- Extract key information

NEF Intermediate Plus Unit 7 Listening a-e

Exam Focus:

- TIE Exam - Writing about a book you have read

Irish Culture:

- Irish Film

Suggested Supplementary Material:

- *Total English Intermediate - Unit 2*
- *Keynote Intermediate - Unit 9*
- *Empower B1+ - Unit 10B/C*
- *English File Intermediate - Unit 9A*
- *Inside Out Intermediate - Unit 11*
- *Cutting Edge Intermediate - Module 12*
- *Objective First Certificate - Unit 29*
- *New Inside Out Intermediate - Unit 11*
- *Straight Forward Intermediate - Unit 8b*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 51/66*
- *Irish Culture Book 2 - Unit 6*

B1+ Course Plan – Week 21

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 21	Food, habits, lifestyle	Conditionals, habits	Expressing preferences, comparing lifestyles	New English File Intermediate Plus Unit 8 P. 46

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts and identify both general meaning and specific detail (Overall Reading Comprehension).

- Read for gist
- Identify key ideas
- Extract details

NEF Intermediate Plus Unit 8 Reading a–d

Pronunciation: Can produce intelligible connected speech with appropriate rhythm (Phonological Control).

- Practise sentence stress
- Improve rhythm

NEF Intermediate Plus Unit 8 Pronunciation a–b

Grammar: Can use structures to describe habits and hypothetical situations (Grammatical Accuracy / Linguistic Control).

- Use conditionals
- Describe habits

NEF Intermediate Plus Unit 8 Grammar a–d

Writing: Can write connected texts describing habits and expressing opinions (Overall Written Production / Coherence and Cohesion).

- Write about lifestyle
- Organise ideas

NEF Intermediate Plus Unit 8 Writing a–c

Speaking: Can describe habits and express preferences clearly (Sustained Monologue / Informal Discussion).

- Talk about food and lifestyle
- Compare habits

NEF Intermediate Plus Unit 8 Speaking a–d

Vocabulary: Has sufficient vocabulary to describe food and lifestyle (Vocabulary Range / Vocabulary Control).

- Use food-related vocabulary
- Describe preferences

NEF Unit 8 Vocabulary a–c

Listening: Can understand the main points and specific details of clear speech (Overall Listening Comprehension).

- Listen for gist
- Extract detail

NEF Unit 8 Listening a–e

Exam Focus:

- TIE Exam – Working on an investigation

Irish Culture:

- Questions About Ireland

Suggested Supplementary Material:

- *Straight Forward Intermediate – Unit 10*
- *Inside Out Intermediate – Unit 8*
- *English File Intermediate – Unit 6B*
- *Keynote Intermediate – Unit 11*
- *First Certificate Gold – Unit 10*
- *Total English Intermediate – Unit 7.3*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 66/71*
- *English Pronunciation in Use – Unit 54*
- *Irish Culture Book 1/2 – Unit 1*

B1+ Course Plan – Week 22

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 22	Houses, living conditions, social issues	Present perfect for change, comparisons	Describing change, comparing situations	New English File Intermediate Plus Unit 9 P. 52

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts on familiar topics and identify both general meaning and specific detail (Overall Reading Comprehension / Reading for Information and Argument).

- Read for gist to identify topic and purpose
- Read for detail to identify key information
- Recognise how information is structured
- Infer meaning from context

NEF Intermediate Plus Unit 9 Reading a-d

Pronunciation: Can produce intelligible connected speech with appropriate stress and rhythm, though a foreign accent may be noticeable (Phonological Control).

- Practise linking between words in connected speech
- Improve sentence stress in extended utterances
- Maintain intelligibility in discussion

NEF Intermediate Plus Unit 9 Pronunciation a-b

Grammar: Can use a range of structures with reasonable accuracy to describe change and compare situations (Grammatical Accuracy / Linguistic Control).

- Use present perfect to describe change
- Compare past and present situations
- Use comparative structures
- Maintain control of verb forms

NEF Intermediate Plus Unit 9 Grammar a-d

Writing: Can write straightforward connected texts on familiar topics, linking ideas clearly (Overall Written Production / Coherence and Cohesion).

- Write about changes in living conditions
- Organise ideas logically
- Use linking devices effectively
- Compare situations in writing

NEF Intermediate Plus Unit 9 Writing a-c

Speaking: Can describe experiences and compare situations, giving brief reasons and explanations (Overall Spoken Interaction / Sustained Monologue).

- Describe houses and living conditions
- Compare different places
- Express opinions about housing
- Maintain interaction in discussion

NEF Intermediate Plus Unit 9 Speaking a-d

Vocabulary: Has sufficient vocabulary to discuss familiar topics such as housing and social issues (Vocabulary Range / Vocabulary Control).

- Use vocabulary related to houses and accommodation

- Use expressions for describing areas
- Apply descriptive vocabulary in speaking

NEF Intermediate Plus Unit 9 Vocabulary a-c

Listening: *Can understand the main points of clear standard speech on familiar topics and identify both general meaning and specific detail (Overall Listening Comprehension).*

- Listen for gist
- Listen for specific detail
- Identify key information
- Recognise speaker attitudes

NEF Intermediate Plus Unit 9 Listening a-e

Exam Focus:

- TIE Exam - Writing about a news story

Irish Culture:

- Irish Myths and Legends

Suggested Supplementary Material:

- *Just Right - Unit 2*
- *Keynote Intermediate - Unit 6*
- *Navigate B1+ - Unit 2*
- *Cutting Edge Intermediate - Module 1*
- *Empower B1+ - Unit 3C*
- *Inside Out Intermediate - Unit 3/10*
- *English File Intermediate - Unit 1B*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 13*
- *English Pronunciation in Use - Unit 7*
- *Irish Culture Book 2 - Unit 6*

B1+ Course Plan – Week 23

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 23	Going out, entertainment, events	Quantifiers, future in the past	Describing events, making plans	New English File Intermediate Plus Unit 10 P. 58

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts and recognise significant points in familiar topics (Reading for Information and Argument).

- Read for gist to identify topic
- Identify main ideas
- Extract specific details
- Interpret opinions

NEF Intermediate Plus Unit 10 Reading a–d

Pronunciation: Can use appropriate stress and intonation patterns to be understood clearly (Phonological Control).

- Practise intonation in conversational exchanges
- Improve rhythm in spoken interaction
- Maintain clarity in short exchanges

NEF Intermediate Plus Unit 10 Pronunciation a–b

Grammar: Can use a range of structures to describe quantity and past intentions (Grammatical Accuracy / Linguistic Control).

- Use quantifiers accurately
- Use future in the past
- Describe plans and intentions
- Express changes in plan

NEF Intermediate Plus Unit 10 Grammar a–d

Writing: Can write connected texts conveying information clearly using appropriate organisation (Overall Written Production / Coherence and Cohesion).

- Write a formal or semi-formal email
- Organise ideas into paragraphs
- Use appropriate register
- Link ideas clearly

NEF Intermediate Plus Unit 10 Writing a–c

Speaking: Can interact in familiar social situations and describe events and experiences (Overall Spoken Interaction / Informal Discussion).

- Talk about events and activities
- Give and follow directions
- Recommend places
- Maintain interaction

NEF Intermediate Plus Unit 10 Speaking a–d

Vocabulary: Has sufficient vocabulary to describe entertainment and social activities (Vocabulary Range / Vocabulary Control).

- Use vocabulary related to events and shows
- Use expressions for recommendations

- Apply topic vocabulary

NEF Intermediate Plus Unit 10 Vocabulary a-c

Listening: Can understand the main points and specific detail of clear speech on familiar topics (Overall Listening Comprehension).

- Listen for gist
- Extract specific information
- Identify key details
- Recognise changes in plans

NEF Intermediate Plus Unit 10 Listening a-e

Exam Focus:

- TIE Exam – Talking about a news story

Irish Culture:

- Irish Physical Characteristics

Suggested Supplementary Material:

- *Just Right – Unit 12*
- *Gateway B1+ – Unit 7*
- *Keynote Intermediate – Unit 12*
- *Inside Out Intermediate – Unit 2*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 21/42-43`*
- *English File Intermediate - Unit 6B*
- *English Pronunciation in Use – Unit 19*
- *Irish Culture Book 1 – Unit 3*

B1+ Course Plan – Week 24

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 24:	Nature, environment, animals	Passive forms, past obligation and ability	Describing processes, explaining events	New English File Intermediate Plus Unit 11 P. 84

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts describing events and factual information (Overall Reading Comprehension).

- Read for gist
- Identify key ideas
- Extract supporting details
- Interpret factual descriptions

NEF Intermediate Plus Unit 11 Reading a-d

Pronunciation: Can produce intelligible speech with appropriate stress and rhythm (Phonological Control).

- Practise stress in longer words
- Improve clarity in extended speech
- Maintain rhythm

NEF Intermediate Plus Unit 11 Pronunciation a-b

Grammar: Can use structures to describe processes and past events with reasonable accuracy (Grammatical Accuracy / Linguistic Control).

- Use passive voice (present and past)
- Express past ability and obligation
- Describe processes
- Maintain grammatical control

NEF Intermediate Plus Unit 11 Grammar a-d

Writing: Can write connected texts describing events and processes clearly (Overall Written Production / Coherence and Cohesion).

- Write descriptions of processes
- Organise ideas logically
- Use linking devices
- Maintain clarity

NEF Intermediate Plus Unit 11 Writing a-c

Speaking: Can describe events and explain processes in a clear sequence (Sustained Monologue).

- Talk about nature and environment
- Describe events
- Explain processes
- Maintain extended speech

NEF Intermediate Plus Unit 11 Speaking a-d

Vocabulary: Has sufficient vocabulary to discuss nature and environmental topics (Vocabulary

Range / Vocabulary Control).

- Use vocabulary related to animals and environment
- Describe natural processes
- Apply topic vocabulary

NEF Intermediate Plus Unit 11 Vocabulary a-c

Listening: Can understand the main points and specific details of clear speech (Overall Listening Comprehension).

- Listen for gist
- Extract detail
- Identify key information
- Follow extended descriptions

NEF Intermediate Plus Unit 11 Listening a-e

Exam Focus:

- TIE Exam - Writing a letter

Irish Culture:

- Irish Film

Suggested Supplementary Material:

- *Just Right - Unit 13*
- *Cutting Edge Intermediate - Module 6*
- *Empower B1+ - Unit 9*
- *Gateway B1+ - Unit 8*
- *Inside Out Intermediate - Unit 9*
- *English File Intermediate - Unit 6A*
- *English Vocabulary in Use Pre-Intermediate/Intermediate - Unit 44-46*
- *English Pronunciation in Use - Unit 2/18*
- *Irish Culture Book 2 _ Unit 9*

B1+ Course Plan – Week 25

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 25	Travel, experiences, journeys	Narrative structures, sequencing	Describing experiences, recounting events	New English File Intermediate Plus Unit 12 P. 90

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand straightforward texts and identify relevant information (Overall Reading Comprehension).

- Read for gist
- Identify main ideas
- Extract specific details
- Respond to texts

NEF Intermediate Plus Unit 12 Reading a-d

Pronunciation: Can produce intelligible connected speech with appropriate stress (Phonological Control).

- Practise sentence stress
- Improve fluency
- Maintain intelligibility

NEF Intermediate Plus Unit 12 Pronunciation a-b

Grammar: Can use a range of structures to describe sequences and experiences (Grammatical Accuracy / Linguistic Control).

- Use narrative tenses
- Describe sequences
- Express time relationships
- Maintain control of forms

NEF Intermediate Plus Unit 12 Grammar a-d

Writing: Can write connected texts describing experiences clearly (Overall Written Production / Coherence and Cohesion).

- Write about travel experiences
- Use sequencing devices
- Organise ideas
- Maintain clarity

NEF Intermediate Plus Unit 12 Writing a-c

Speaking: Can describe experiences and events in a clear sequence (Sustained Monologue).

- Talk about journeys
- Describe events
- Express opinions
- Maintain interaction

NEF Intermediate Plus Unit 12 Speaking a-d

Vocabulary: Has sufficient vocabulary to describe travel and experiences (Vocabulary Range / Vocabulary Control).

- Use travel-related vocabulary
- Describe experiences

- Apply topic vocabulary

NEF Intermediate Plus Unit 12 Vocabulary a-c

Listening: Can understand the main points and specific details of clear speech (Overall Listening Comprehension).

- Listen for gist
- Extract detail
- Identify key information
- Follow narratives

NEF Intermediate Plus Unit 12 Listening a-e

Exam Focus:

- TIE Exam – Speaking practise test

Irish Culture:

- Irish History on Film

Suggested Supplementary Material:

- *Just Right – Unit 8*
- *Cutting Edge Intermediate – Module 11*
- *Gateway B1+ – Unit 9, English File Inter Unit 10B*
- *Empower B1+ – Unit 6A*
- *Inside Out Intermediate – Unit 7*
- *English File Intermediate – Unit 4B*
- *English Vocabulary in Use Pre-Intermediate/Intermediate – Unit 55*
- *English Pronunciation in Use – Unit 12*
- *Irish Culture Book 1 – Unit 11*

GE - Level B2 Syllabus

(CEFR Level B2)

B2 Course Syllabus

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 11.00 Class tutor time	Introduce topic and weekly objectives. Practise Key lexis and target language Focus on pair/group work	Review lexis and objectives from Monday . Focus on communicative practice in relevant core skills (based on weekly outcomes and syllabus focus)	Weekly one-to-one Tutorials: *Initiate individual learning targets with new students. *Review monthly tutorial learning goals(e.g. H/W, areas for improvement in core skills, class conduct, exam targets) *Focus on practice of target language in use & form	Focus on language in use in addition to form. Prepare students for integrated skills. **Address any issues/learning needs emerging from tutorials or previous classroom tasks.	TIE Exam Focus: Practise parts of the TIE exam with whole class-focus on pair work/peer testing and correction. Irish Culture Topic
11.00 - 11.20	Break	Break	Break	Break	Break
11.20 - 13.00 Class tutor time	Focus on review of target language and productive skills	Integrated grammar/vocabulary development Life skills	Integrated grammar/vocabulary development Life skills	Revise weekly topic and focus or errors. Prepare students for weekly assessment through pair/grp work & peer correction Speaking Test	Weekly Assessment Weekly Progress Test

Coursebooks: ***Outcomes Upper-Intermediate (National Geographic 2019)/
New English File Upper Intermediate 3rd Edition (OUP 2022)***

Speaking exam practice: <http://ielt.ie/teacher-information1> , [TIE Handbook](#) (click to follow link). See schedule. Steps 1-5. Teachers to begin with steps 1 and 2 of the TIE oral exam with selected students to model exam format, following on from weekly TIE input (Fridays, session 1). Guidelines and exam practice format available with tutorial form on G-drive.

Supplementary materials: Suggested supplementary materials are listed at the end of each weekly topic. This is a selection only and more resources should/may be used. The syllabus also includes a TIE exam focus plus a topic of Irish culture each week. Please ensure that both of these areas are covered.

Please fill in your lesson plan on the shared Google Drive (ask ADOS for link) by Monday afternoon at the latest so that the teacher you are sharing with can plan accordingly.

B2 Outcomes	
Listening	<ul style="list-style-type: none"> I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.
Reading	<ul style="list-style-type: none"> I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
Speaking	<ul style="list-style-type: none"> I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest. I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.
Writing	<ul style="list-style-type: none"> I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.

B2 Course Plan – Week 1

Week	Topic vocabulary +	Main language focus	Life skills	Core Resources
Week 1	Entertainment	Review of present tenses, adverbs and adjectives of degree	Disagreeing politely, talking about free time, art	Outcomes Upper-Intermediate Unit 1 P. 6

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can scan quickly through long and complex texts, locating relevant details, and can identify both general meaning and specific information in texts on familiar and less familiar topics (Reading for Information and Argument / Reading for Orientation).*

- Read for gist to identify the topic and overall message in texts about entertainment and personal taste
- Read for specific information and do a jigsaw reading – *Heard It All Before*

Pronunciation: *Has a clear, natural pronunciation and intonation, using stress and rhythm to express meaning and attitude effectively (Phonological Control)*

- Has acquired clear, natural pronunciation and intonation.
- Practice the stress in adjectives and adverbs of degree
- Practice the stress and intonation when disagreeing politely

Grammar: *Shows a relatively high degree of grammatical control and can use a range of structures accurately without causing misunderstanding (Grammatical Accuracy).*

- Shows relatively high grammatical control and does not make errors that lead to misunderstanding.
- Extend their knowledge of structures and lexis used to talk about present and past habits
- Understand how to use and form adjectives and adverbs

Writing: *Can write clear, connected text on a range of familiar topics, expressing opinions and giving reasons (Reports and Essays / Creative Writing).*

- Produce short written responses describing personal tastes in entertainment
- Write paragraphs expressing opinions with supporting reasons

Speaking: *Can interact with a degree of fluency and spontaneity, expressing and sustaining opinions and responding to others effectively (Overall Spoken Interaction / Informal Discussion).*

- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible.
- Can account for and sustain opinions in discussion by providing relevant explanations.
- Talk about reading habits and how they spend their free time
- Express phrases to disagree politely

- Talk about the topic of art

Vocabulary: *Has a good range of vocabulary to express viewpoints on most general topics and can vary formulation to avoid repetition (Vocabulary Range).*

- Has a sufficient range of vocabulary to express viewpoints on most general topics.
- Use adjectives and adverbs of degree to describe films, music and books
- Use adjectives and expressions to describe pictures and paintings

Listening: *Can understand extended speech on both familiar and unfamiliar topics and follow conversations between native speakers, identifying main ideas and specific detail (Overall Listening Comprehension / Understanding Conversation Between Other Speakers).*

- Can keep up with an animated conversation between native speakers. Can understand extended speech on familiar and unfamiliar topics.
- Listen for general understanding and introduce structures and lexis used to talk about present and past habits – *A Question of Taste*
- Listen for general understanding and specific information and understand expressions for disagreeing politely
- Listen for key words and specific information in relation to adjectives and adverbs - *In The Picture*

Exam Focus:

- TIE Exam – Introduction to the TIE exam

Irish Culture:

- Visual Ireland

Suggested Supplementary Material:

- *Inside Out Upper Intermediate – Unit 9/10*
- *English File Upper Intermediate – Unit 3B*
- *Navigate B2 – Unit 11*
- *Empower B2 – Unit 3A*
- *English Vocabulary in Use Upper Intermediate – Unit 18-20*
- *English Pronunciation in Use Intermediate – Unit 30/31*
- *Irish Culture Book 2 - Unit 5*

B2 Course Plan – Week 2

Week	Topic vocabulary +	Main language focus	Life skills	Core Resources
Week 2	Sightseeing	Relative clauses, future time	Agreeing using synonyms, talking about places to visit, the future	Outcomes Upper-Intermediate Unit 2 P. 14

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints, identifying both main ideas and supporting detail (Reading for Information and Argument).*

- Can understand articles concerned with contemporary issues where writers adopt particular viewpoints.
- Read for specific information, guess meaning from context and revise relative clauses – *A Carnival Atmosphere*

Pronunciation: *Uses intonation and stress effectively to convey meaning, attitude, and emphasis (Phonological Control).*

- Uses intonation effectively to express meaning and attitude.
- Understand the stress in adjectives and verbs to describe buildings and areas
- Understand the stress of adjectives for talking about the future

Grammar: *Maintains consistent control of a range of complex sentence forms, including subordinate clauses and future reference (Grammatical Accuracy).*

- Maintains consistent control of complex sentence forms.
- Understand and use relative clauses to add information about nouns or clauses
- Understand how to talk about the future using *going to* and *will*, the present simple and continuous and adjectives such as *due to* and *bound to*

Writing: *Can write connected text describing experiences, events, and plans, and can give reasons and explanations for opinions (Correspondence / Reports and Essays).*

- Can write connected text describing experiences and events
- Can produce short discursive texts giving reasons for opinions
- Write an email giving someone advice (p150-151)

Speaking: *Can take an active part in informal discussion, expressing and defending opinions clearly and inviting others to contribute (Informal Discussion / Goal-Oriented Cooperation).*

- Can take an active part in informal discussion, expressing and defending opinions
- Can help move discussion forward by inviting others to contribute.

- Agree using synonyms
- Talk about places to visit when on holidays
- Discuss future factors regarding their area where they live

Vocabulary: *Has a good range of vocabulary for everyday topics and can use appropriate collocations and descriptive language (Vocabulary Range).*

- Has a good range of vocabulary for everyday topics and current affairs.
- Use verbs and adjectives to describe buildings and areas
- Use phrases and collocations to talk about festivals and carnivals

Listening: *Can follow extended discussions and understand both main ideas and specific details, even when not clearly structured (Understanding Conversation Between Other Speakers / Overall Listening Comprehension).*

- Can follow extended discussions even when not clearly structured. Listen for key information and take notes – *About Town*
- Listen for general and specific information – *Worth A Visit*

Exam Focus:

- TIE Exam – Introduction to speaking part 1 - talking about yourself

Irish Culture:

- Irish Festivals and Social Life

Suggested Supplementary Material:

- *Inside Out Upper Intermediate – Unit 7*
- *English File Upper Intermediate – Unit 3A*
- *Navigate B2 – Unit 2*
- *Empower B2 – Unit 6*
- *Keynote Upper Intermediate – Unit 9*
- *English Vocabulary in Use Upper Intermediate – Unit 30/31*
- *English Pronunciation in Use Intermediate – Unit 30/31*
- *Irish Culture Book 2 - Unit 11*

B2 Course Plan – Week 3

Week	Topic vocabulary +	Main language focus	Life skills	Core Resources
Week 3	Things You Need	<i>So, if and to, should + base, should have + past participle</i>	Describe what things are used for, describe problems with things	Outcomes Upper-Intermediate Unit 3 P. 24

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand detailed articles and reports on contemporary issues, identifying both explicit and implicit meaning (Reading for Information and Argument).*

- Can understand detailed articles and reports on contemporary issues.
- Read for specific information and detail and use word association to extend vocabulary – *I am.....Mr Trebus*

Pronunciation: *Uses stress, rhythm, and connected speech features effectively to support meaning (Phonological Control).*

- Intonation and stress patterns support meaning clearly.
- Understand how sounds are linked in speech and practise linking sounds

Grammar: *Uses a range of complex structures with reasonable accuracy to express meaning clearly (Grammatical Accuracy).*

- Uses a range of complex structures with reasonable accuracy. Explain purpose using *so, if and to*
- Understand how to talk to give advice using *should + base form of the verb*
- Express regret or criticism of past actions using *should have + past participle*

Writing: *Can write clear, connected text describing experiences and giving explanations and reasons (Creative Writing / Reports and Essays).*

- Write short texts explaining how things work

- Describe problems and suggest solutions
- Organise ideas logically using linking devices

Speaking: *Can give clear, detailed descriptions and express opinions, reacting to others' viewpoints effectively (Overall Spoken Production / Informal Discussion).*

- Can give clear, detailed descriptions on a wide range of subjects Can express opinions and react to others' viewpoints.
- Talk about tools and how to fix things
- Describe what things are for and how to use them
- Use expressions to describe or explain things when you don't know the words
- Talk about and reflect on the issues in a text – *I am.....Mr Trebus*

Vocabulary: *Has sufficient lexical resources to describe situations, explain problems, and express opinions (Vocabulary Range).*

- Has a sufficient range of language to describe situations and express opinions.
- Use words for common tools and explanation of their purpose
- Form and use nouns and verbs with suffixes, to use certain collocations with noun forms
- Use words and phrases to describe how things go wrong

Listening: *Can understand extended speech and identify both main ideas and specific information, even when not clearly structured (Overall Listening Comprehension).*

- Can understand extended speech even when it is not clearly structured.
- Listen for key information and key words in continuous speech – *Making Do*
- Listen for general and specific information – *Finding Fault*

Exam Focus:

- TIE Exam – Introduction to writing question 1 (unprescribed)

Irish Culture:

- Science, Innovation & Business

Suggested Supplementary Material:

- *Navigate B2 – Unit 4*
- *English Vocabulary in Use Upper Intermediate – Unit 39*
- *English Pronunciation in Use Intermediate – Unit 48/49*
- *Irish Culture Book 2 – Unit 4*

B2 Course Plan – Week 4

Week	Topic vocabulary +	Main language focus	Life skills	Core Resources
Week 4	Society	<i>So, such</i> for cause and result, <i>the....the</i> to show how things change	Talk about societal issues/problems agreeing and understanding	Outcomes Upper-Intermediate Unit 4 P. 32

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can quickly identify key points in longer texts and understand articles dealing with contemporary issues, recognising both general meaning and specific detail (Reading for Orientation / Reading for Information and Argument).*

- Can quickly identify key points in longer texts.
- Read for general and specific understanding and express opinions about global problems – *Only Connect*

Pronunciation: *Has clear and intelligible pronunciation and uses intonation to express agreement, understanding, and attitude (Phonological Control).*

- Speech is generally intelligible with occasional lapses.
- Practise the intonation in expressions used to show agreement and understanding
- Practise recognising stress in fixed phrases

Grammar: *Maintains control of common grammatical patterns and can use them to express relationships such as cause, result, and comparison (Grammatical Accuracy).*

- Maintains control of common grammatical patterns.
- Understand and use of *so* and *such* to link cause and result
- Understanding and use the structure of *the.....the* to show how two or more things change

Writing: *Can write formal and semi-formal texts requesting and giving information, expressing opinions clearly (Correspondence).*

- Can write emails requesting and giving information.
- Write letters of complaint (p152-153)

Speaking: *Can explain viewpoints clearly and respond to follow-up questions, maintaining interaction effectively (Information Exchange / Informal Discussion).*

- Can explain viewpoints and respond to follow-up questions.
- Talk about society and social issues
- Use expressions to show agreement and understanding
- Think and talk about which social issues are important in their society

- Practise expressions used to comment on news stories

Vocabulary: *Has a good range of vocabulary to discuss social, economic, and political topics (Vocabulary Range).*

- Can vary formulation to avoid frequent repetition.
- Use words used to describe government actions and the economy

Listening: *Can follow discussions involving several speakers and understand both main ideas and specific information (Understanding Conversation Between Other Speakers).*

- Can follow discussions involving several speakers. Listen for key information and hear key words in continuous speech – *The State of the Nation*
- Listen for general understanding – *Big Issues*

Exam Focus:

- TIE Exam – Introduction to speaking part 2 – talking about a book/news story

Irish Culture:

- English Spoken in Ireland

Suggested Supplementary Material:

- *Navigate B2 – Unit 6*
- *English Vocabulary in Use Upper Intermediate – Unit 12/13*
- *English Pronunciation in Use Intermediate – Unit 39*
- *Irish Culture Book 1 – Unit 7*

B2 Course Plan – Week 5

Week	Topic vocabulary +	Main language focus	Life skills	Core Resources
Week 5	Sports and Interests	<i>Should have, could have, would have, present perfect and continuous</i>	Talk about sport and fitness, injuries and accidents	Outcomes Upper-Intermediate Unit 5 P. 42

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand structured texts and identify the writer's opinion and supporting detail (Reading for Information and Argument).*

- Can understand the writer's opinion in structured texts. Read for detail – *Sport - You've Got To Love It*

Pronunciation: *Uses clear pronunciation and intonation to convey meaning, including expressing surprise and emphasis (Phonological Control).*

- Pronunciation is clearly intelligible. Practise rising intonation to express surprise when asking questions to check what you heard
- Practise the pronunciation of *should(n't) have, could(n't) have* and *would(n't) have*
- Pronounce correctly the present perfect simple and continuous forms

Grammar: *Uses a variety of verb forms accurately to express past evaluation and ongoing actions (Grammatical Accuracy).*

- Errors are minor and rarely impede communication. Understand how to form and use *should(n't) have, could(n't) have* and *would(n't) have*
- Understand how to form and use the present perfect continuous in contrast with the present perfect simple

Writing: *Can write connected text describing experiences and evaluating past actions (Creative Writing).*

- Write about past experiences using appropriate tenses
- Express evaluation and reflection
- Use linking devices to organise ideas

Speaking: *Can develop an argument with supporting detail and maintain extended discourse (Sustained Monologue).*

- Can develop an argument with supporting details. Talk about sports and interests
- Practise ways of checking what they heard

Vocabulary: *Has a sufficient range of vocabulary to discuss health, fitness, and activities (Vocabulary Range).*

- Can discuss familiar and less familiar topics. Use words and expressions to describe how fit they are
- Use vocabulary related to specific sports
- Use words that describe problems people have when they are hurt in accidents

Listening: *Can understand most recorded material on familiar topics and identify both general meaning and detail (Overall Listening Comprehension).*

- Can understand most radio or recorded material on familiar topics. Listen for general and specific understanding – *Time Out*
- Listen for general and specific understanding – *A Bit Extreme*

Exam Focus:

- TIE Exam – Introduction to writing part 2 (prescribed)

Irish Culture:

- Irish Sport

Suggested Supplementary Material:

- *Navigate B2 – Unit 1.2*
- *English File Upper Intermediate – Unit 2A*
- *Empower B2 – Unit 3A/B*
- *Keynote Upper Intermediate – Unit 8*
- *English Vocabulary in Use Upper Intermediate – Unit 17*
- *English Pronunciation in Use Intermediate – Unit 52*
- *Irish Culture Book 2 – Unit 2*

B2 Course Plan – Week 6

Week	Topic vocabulary +	Main language focus	Life skills	Core Resources
Week 6	Accommodation	Modifiers, passive with <i>have/get something done</i>	Talk about places they have been to, negative questions for opinion/surprise	Outcomes Upper-Intermediate Unit 6 P. 50

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can scan texts for relevant information and understand detailed descriptions of experiences (Reading for Orientation).*

- Can scan texts for relevant information.
- Read to confirm predictions and for specific information – *A Shock To The System*

Pronunciation: *Uses appropriate stress patterns to enhance clarity and meaning (Phonological Control).*

- Uses appropriate stress patterns.
- Recognise and practise the stress on modifiers and adjectives

Grammar: *Uses complex sentence structures with reasonable accuracy to describe actions and experiences (Grammatical Accuracy).*

- Uses complex sentences with some control.
- Understand how to use modifiers to make adjectives, adverbs and nouns stronger or weaker
- Understand how to form and use the passive structure *have/get something done*

Writing: *Can write clear, detailed descriptions of experiences and produce structured texts for practical purposes (Creative Writing).*

- Can describe experiences in detail. Write a leaflet or a poster (p154-155)

Speaking: *Can collaborate in problem-solving discussions and express opinions effectively (Goal-Oriented Cooperation).*

- Can collaborate in problem-solving discussions. Talk about places they have been to
- Practise ways of using negative questions to express opinion and surprise
- Participate in conversations about accommodation problems

Vocabulary: *Uses topic-specific vocabulary with flexibility and accuracy (Vocabulary Range).*

- Uses topic-specific vocabulary with some flexibility.
- Use words and expressions to describe places to stay
- Learn and use some useful idioms

Listening: *Can follow extended talk and understand main points and supporting detail (Understanding Conversation).*

- Can follow the main points of extended talk.
- Listen for general and specific understanding – *Going Places*
- Listen for general and specific understanding – *Sorted!*
- Listen for general and specific understanding – *A Shock to the System*

Exam Focus:

- TIE Exam – Introduction to speaking part 3 – an investigation

Irish Culture:

- Irish Culture & History

Suggested Supplementary Material:

- *Navigate B2 – Unit 6*
- *Inside Out Upper Intermediate – Unit 7*
- *English File Upper Intermediate – Unit 3A*
- *Empower B2 – Unit 7B*
- *English Vocabulary in Use Upper Intermediate – Unit 11/31*
- *English Pronunciation in Use Intermediate – Unit 41*
- *Irish Culture Book 1/2 – Unit 10*

B2 Course Plan – Week 7

Week	Topic vocabulary +	Main language focus	Life skills	Core Resources
Week 7	Nature	Narrative tenses, participle clauses	Talking about the weather/animals & nature, telling stories	Outcomes Upper-Intermediate Unit 7 P. 60

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand detailed descriptions and articles on familiar and less familiar topics, identifying both overall meaning and specific supporting detail (Reading for Information and Argument).

- Can understand detailed descriptions.
- Complete a jigsaw reading and develop detailed reading skills and awareness of lexical cohesion – *Animals Making Headlines*

Pronunciation: Has a clear, natural pronunciation and intonation, using stress and weak forms effectively to support meaning (Phonological Control).

- Intonation conveys attitude effectively. Practise the weak pronunciation of *was*

Grammar: Shows a relatively high degree of grammatical control and can use complex structures accurately to describe sequences and relationships between events (Grammatical Accuracy).

- Shows good control of frequently used structures. Understand how to use narrative tenses to tell stories
- Understand how to form and use participle clauses

Writing: Can write clear, connected texts describing experiences and events in an organised and engaging way (Creative Writing).

- Write short narrative texts describing events in nature or unusual experiences
- Sequence events logically using appropriate past forms
- Use descriptive language to make writing more vivid

Speaking: Can maintain interaction and give clear, detailed descriptions of experiences, reactions, and events, with only limited support (Overall Spoken Interaction / Sustained Monologue).

- Can maintain conversation with minimal support. Talk about experiences with the weather
- Make stories more dramatic using patterns such as *as...as*, *so + adjective* and *something like*
- Discuss statements relating to animals and nature

Vocabulary: Has a good range of vocabulary for matters connected to general topics and can vary formulation to avoid repetition (Vocabulary Range).

- Has sufficient lexical resources for extended discussion. Use words and expressions to describe the weather
- Understand and use certain words that have different meanings

Listening: *Can understand extended speech and narratives on familiar and unfamiliar topics, identifying both main ideas and specific detail (Overall Listening Comprehension).*

- Can follow extended narratives. Listen for general and specific understanding – *Weather The Storm*
- Listen for general and specific understanding – *Plant Life*

Exam Focus:

- TIE Exam – Writing a letter/email

Irish Culture:

- Irish Weather

Suggested Supplementary Material:

- *Keynote Upper Intermediate – Unit 11*
- *English File Upper Intermediate – Unit 4A*
- *Empower B2 – Unit 2A/B*
- *English Vocabulary in Use Upper Intermediate – Unit 23/25*
- *Headway Pronunciation Upper Intermediate – p7*
- *Irish Culture Book 1 – Unit 8*

B2 Course Plan – Week 8

Week	Topic vocabulary +	Main focus language	Life skills	Core Resources
Week 8	Crime Punishment +	Modal verbs for certainty in past/present/future, prepositional phrases	Talk about crime and punishment, comment on stories/trends	Outcomes Upper- Intermediate Unit 8 P. 68

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can identify key information quickly in longer texts and follow the development of ideas in texts on contemporary topics (Reading for Orientation / Reading for Information and Argument).*

- Can identify key information quickly. Respond to information and read closely to put sentences in a text

Pronunciation: *Has clear pronunciation and uses stress and intonation effectively to express reaction, attitude, and involvement (Phonological Control).*

- Maintains clear articulation. Understand the stress and intonation in comments and questions when responding to a story

Grammar: *Uses a range of verb forms and structures accurately to express degrees of certainty and define ideas more precisely (Grammatical Accuracy).*

- Uses a variety of verb forms accurately. Understand how to use the modal verbs *must, can't, might* and *could* to express degrees of certainty about the past, present and future
- Understand how to form and use prepositional phrases to define nouns

Writing: *Can write connected texts and messages giving explanations, descriptions, and narrative detail with appropriate sequencing (Correspondence / Creative Writing).*

- Can write messages giving explanations. Write a story (p156-157)

Speaking: *Can take an active part in informal discussion, expressing agreement, disagreement, and reaction appropriately (Informal Discussion).*

- Can express agreement and disagreement. Talk about crime and punishment
- Make comments and ask follow up questions when listening to stories

Vocabulary: *Has a sufficient range of vocabulary to discuss familiar and less familiar topics and can paraphrase when precise words are not available (Vocabulary Range).*

- Can paraphrase when lacking precise words. Use words and expressions to describe crime and punishment
- Practise words and phrases used to talk about trends and statistics

Listening: *Can follow changes of topic and viewpoint in extended discussions and identify both general meaning and specific information (Understanding Conversation / Overall Listening Comprehension).*

- Can follow topic changes in discussion.
- Listen for general and specific understanding – *Caught in the Act*
- Listen in order to take notes and for specific understanding – *Behind Bars*
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Introduction to speaking part 4 – collaborative task

Irish Culture:

- Irish History on Film

Suggested Supplementary Material:

- *English File Upper Intermediate – Unit 8A*
- *Navigate B2 – Unit 7*
- *Empower B2 – Unit 8B*
- *English Vocabulary in Use Upper Intermediate – Unit 37*
- *Headway Pronunciation Upper Intermediate – p15/35*
- *English Pronunciation in Use Intermediate – Unit 42*

B2 Course Plan – Week 9

Week	Topic vocabulary +	Main language focus	Life skills	Core Resources
Week 9	Careers and Studying	Conditionals with past and present tenses	Talk about careers and study, emphasising certainty, presentations	Outcomes Upper-Intermediate Unit 9 P. 78

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand articles and reports in which viewpoints are supported by evidence, identifying both overall meaning and relevant detail (Reading for Information and Argument).*

- Can understand viewpoints supported by evidence. Read and respond to information in a text and scan a text for specific information – *Starting Out*

Pronunciation: *Has clear pronunciation and can use stress, contraction, and chunking to support listener understanding (Phonological Control).*

- Stress patterns generally correct. Practise the form, use and strong stress in expressions to show how sure they are that something will happen
- Practise the contracted forms of *would* and *had* in spoken English
- Practise the way that grouping words together and stressing only key words makes a speech clearer and more fluent

Grammar: *Shows a relatively high degree of grammatical control and can use conditional structures accurately to discuss real, probable, and hypothetical situations (Grammatical Accuracy).*

- Errors do not hinder meaning.
- Understand how to use conditional forms with present tenses to talk about real or probable events now or in the future
- Understand how to form and use conditional with past tense forms

Writing: *Can write clear, connected text on topical issues, explaining ideas and supporting opinions appropriately (Reports and Essays / Overall Written Production).*

- Write about a news story in a clear and organised way
- Summarise key points and supporting detail
- Present ideas with logical paragraphing and cohesion

Speaking: *Can develop a clear spoken argument, giving advantages and disadvantages and supporting ideas with relevant detail (Sustained Monologue / Addressing Audiences).*

- Can explain advantages and disadvantages.
- Talk about careers and studying
- Express how sure they are that something will happen

- Talk about young people and employment
- Deliver a 5 minute presentation

Vocabulary: *Has a good range of vocabulary for matters connected to work, study, and general social topics, using appropriate collocations (Vocabulary Range).*

- Uses appropriate collocations.
- Use words and expressions to describe aspects of people's working life
- Understand how to make a presentation using the correct words and phrases

Listening: *Can understand extended explanations and presentations, identifying both main stages and specific supporting information (Overall Listening Comprehension / Note-taking).*

- Can understand extended explanations.
- Listen for general and specific understanding – *The World of Work*
- Listen for general and specific understanding – *Starting Out*
- Listen to a presentation and note its main stages and the language used

Exam Focus:

- TIE Exam – Writing about a news story

Irish Culture:

- Irish Literature

Suggested Supplementary Material:

- *Empower B2 – Unit 5B*
- *Keynote Upper Intermediate – Unit 2*
- *English Vocabulary in Use Upper Intermediate – Unit 14/15*
- *English Pronunciation in Use Intermediate – Unit 40/41*
- *Irish Culture Book 1 – Unit 9*

B2 Course Plan – Week 10

Week	Topic vocabulary +	Main language focus	Life skills	Core Resources
Week 10	Socialising	Future perfect, question tags	Talk about celebrations/ festivals, making arrangements, small talk	Outcomes Upper-Intermediate Unit 10 P. 86

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can identify relevant information quickly in news-style and contemporary texts and can infer meaning and viewpoint from context (Reading for Orientation).*

- Can identify relevant news content quickly.
- Read to confirm predictions, infer and respond to information in a text – *From Faux Pas To Front Page News*

Pronunciation: *Uses intonation effectively to support meaning, especially when checking information and seeking agreement (Phonological Control).*

- Pronunciation supports clarity. Practise falling and rising intonation in question tags

Grammar: *Shows good grammatical control and can use future and interactive forms appropriately in conversation and writing (Grammatical Accuracy).*

- Uses past and future forms appropriately.
- Understand how to form and use the future perfect
- Understand how to form and use question tags to ask for agreement or to ask for confirmation of an idea

Writing: *Can write connected texts narrating events and presenting personal information in an organised way (Creative Writing / Overall Written Production).*

- Can narrate events.
- Write a personal statement (p158-159)

Speaking: *Can exchange information clearly and take part in social interaction using appropriate conversational strategies (Information Exchange / Conversation).*

- Can describe events clearly. Talk about festivals and celebrations
- Use expressions to make an arrangement
- Make small talk and use question tags to ask questions and make comments and requests

Vocabulary: *Has a good range of vocabulary for social interaction, current events, and everyday conversation (Vocabulary Range).*

- Can discuss current events.
- Use words and expressions to describe festivals and celebrations

- Use expressions to talk about making mistakes
- Use phrases and expressions to talk about parties

Listening: *Can follow conversations and news-style input on familiar and less familiar topics, identifying situation, topic, and key detail (Understanding Conversation / Overall Listening Comprehension).*

- Can follow news-style reporting.
- Listen for general and specific understanding – *Celebrate Good Times*
- Listen to small talk and recognise the situation
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Speaking – Talking about yourself

Irish Culture:

- St Patrick

Suggested Supplementary Material:

- *Navigate B2 – Unit 3.1*
- *English Pronunciation in Use Intermediate – Unit 54*
- *Irish Culture Book 2 – Unit 11*

B2 Course Plan – Week 11

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 11	Transport and Travel	Uncountable nouns, <i>what</i> and <i>the thing that</i>	Talk about travel, expressing surprise, different types of travel	Outcomes Upper-Intermediate Unit 11 P. 104

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand factual, historical, and biographical texts, identifying relevant detail and following the sequence of information clearly (Reading for Information).*

- Can understand historical or biographical texts.
- Respond to information in a text and scan for specific information – *The Trip of a Lifetime*

Pronunciation: *Has clear pronunciation and uses stress and intonation to express surprise and involvement effectively (Phonological Control).*

- Rhythm supports listener understanding Practise strong stress and high intonation in questions when responding to surprising or shocking information

Grammar: *Maintains consistent grammatical control and can use structural variation to add emphasis and precision (Grammatical Accuracy).*

- Maintains control of narrative tenses. Understand how to use uncountable nouns
- Understand how to change the order of a sentence with *what* and *the thing that* to form empathic structures

Writing: *Can write clear, connected texts describing experiences, events, and practical situations with appropriate organisation (Overall Written Production / Creative Writing).*

- Write a structured letter related to travel or personal experience
- Organise events and information clearly
- Use appropriate linking devices to improve cohesion

Speaking: *Can give clear, detailed descriptions of experiences and respond spontaneously with appropriate comments and reactions (Overall Spoken Production / Conversation).*

- Can describe experiences in sequence.
- Express surprise by repeating information and adding questions or comments
- Talk about the appeal of different types of journeys and problems with them

Vocabulary: *Has a sufficient range of vocabulary to discuss travel, transport problems, and personal experience in detail (Vocabulary Range).*

- Has lexical resources for discussing life events
- Use words and expressions to discuss problems when renting a car/boat/etc.
- Use vocabulary and phrases to describe driving experiences

Listening: *Can follow extended narrative and descriptive accounts and identify both overall meaning and specific supporting information (Overall Listening Comprehension).*

- Can follow extended narrative accounts. Listen for general and specific understanding – *On The Road*
- Listen for specific information – *What Drives Me Mad*

Exam Focus:

- TIE Exam – Writing a letter

Irish Culture:

- How Irish Move

Suggested Supplementary Material:

- *Navigate B2 – Unit 2*
- *Empower B2 – Unit 6*
- *Inside Out Upper Intermediate – Unit 7*
- *English File Upper Intermediate – Unit 3A*
- *English Vocabulary in Use Upper Intermediate – Unit 30/31*
- *English Pronunciation in Use Intermediate – Unit 55*
- *Irish Culture Book 2 – Unit 8*

B2 Course Plan – Week 12

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 12	Health and Medicine	<i>Supposed to be -ing, should</i> for future, determiners before nouns	Talk about health and illnesses, tell jokes	Outcomes Upper-Intermediate Unit 12 P. 104

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand texts that develop ideas through explanation and can identify cause-and-effect relationships in extended texts (Reading for Information and Argument).*

- Can identify cause and effect relationships
- Read for specific information – *Just Clowning Around*

Pronunciation: *Uses stress, contraction, and pausing effectively to support meaning and listener comprehension (Phonological Control).*

- Uses stress for emphasis Practise the pronunciation of the normal contracted form of *supposed to be*
- Use the correct stress and pausing when telling a joke

Grammar: *Uses modal and determiner systems effectively and accurately in spoken and written communication (Grammatical Accuracy).*

- Uses modal verbs effectively Understand how to form and use *supposed to be -ing* and *should* for talking about the future
- Understand how to use determiners before nouns to show which or how many things you are talking about

Writing: *Can write structured texts giving information, advice, and explanation with appropriate organisation and clarity (Correspondence / Reports and Essays).*

- Can write messages offering advice

Speaking: *Can cooperate in discussion, suggest solutions, and exchange experiences clearly and effectively (Goal-Oriented Cooperation / Information Exchange).*

- Can suggest solutions.
- Talk about herbal medicine and their experiences of being ill
- Use imperatives to ask people to pass on messages
- Discuss medical tourism
- Practise telling jokes

Vocabulary: *Has a good range of vocabulary for describing health problems, the body, treatment, and practical situations (Vocabulary Range).*

- Uses functional language for problem solving Use words and expressions to describe health problems
- Use vocabulary to describe parts of the body and operations

Listening: *Can follow explanations, discussions, and problem-solving exchanges, identifying both main points and specific detail (Understanding Conversation / Note-taking).*

- Can follow explanations and solutions
- Listen for general and specific understanding – *I Feel Awful*
- Listen and take notes – *Foreign Bodies*

Exam Focus:

- TIE Exam – Speaking – Planning an investigation

Irish Culture:

- Irish Music

Suggested Supplementary Material:

- *Keynote Upper Intermediate – Unit 8*
- *Empower B2 – Unit 9A*
- *Inside Out Upper Intermediate – Unit 4*
- *English File Upper Intermediate – Unit 2A*
- *English Vocabulary in Use Upper Intermediate – Unit 27/28/45*
- *Headway Pronunciation Upper Intermediate – p44/45*
- *Irish Culture Book 1 – Unit 4/5*

B2 Course Plan – Week 13

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 13	Life-Changing Events	Past perfect simple, present continuous with frequency adverbs	Talk about major life events/rites/ceremonies, anger and annoyances	Outcomes Upper-Intermediate Unit 13 P. 114

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can extract relevant detail from longer texts and follow the development of information on familiar and less familiar topics (Reading for Orientation).*

- Can extract key details from longer texts Read and respond to information in a text and scan for specific information – *How To Manage Conflicts*

Pronunciation: *Maintains clear pronunciation in connected speech, including more complex past forms (Phonological Control).*

- Speech remains clear. Practise the pronunciation of *had* and *been* when using past perfect forms in continuous speech

Grammar: *Shows flexibility and control in the use of complex tense systems and structures for describing habits and past reference (Grammatical Accuracy).*

- Shows flexibility with complex forms
- Understand how to form and use the past perfect simple and continuous to emphasis something that happened before another past event that has already been mentioned
- Understand how to form and use the present continuous with frequency adverbs and *wish + would* to express habits

Writing: *Can write clear, connected text on personal and cultural topics, explaining significance and supporting ideas appropriately (Overall Written Production / Creative Writing).*

- Write about a book or life event in an organised and coherent way
- Explain significance and personal reaction clearly
- Use appropriate paragraphing and linking devices

Speaking: *Can take an active part in informal discussion, negotiate meaning, and express personal experience and reaction clearly (Informal Discussion).*

- Can negotiate meaning.
- Talk about major life events
- Use expressions to say that they are sure something will happen
- Discuss what they argue about; who, with and what annoys them

- Talk about rites and ceremonies from their own experiences

Vocabulary: Can reformulate and extend ideas using a good range of vocabulary connected to abstract and personal topics (Vocabulary Range).

- Can reformulate ideas.
- Use words and expressions to describe life changing events
- Organise a presentation and use words and phrases in presentations

Listening: *Can understand extended discussions involving opinion, experience, and cultural description, identifying both main ideas and specific information (Overall Listening Comprehension).*

- Can understand discussions involving opinions.
- Listen for general and specific understanding – *Going Through Changes*
- Listen to people describing rites and ceremonies and for specific information – *From The Cradle To The Grave*

Exam Focus:

- TIE Exam – Writing about a book they have read

Irish Culture:

- Irish Character & Relationships

Suggested Supplementary Material:

- *Navigate B2 – Unit 2.2*
- *Empower B2 – Unit 4A*
- *Inside Out Upper Intermediate – Unit 5*
- *English Vocabulary in Use Upper Intermediate – Unit 47/48*
- *English Pronunciation in Use Intermediate – Unit 35*
- *Irish Culture Book 2 – Unit 3*

B2 Course Plan – Week 14

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 14	Banks and Money	Passives, <i>wish</i>	Talk about money, apologising/ offering explanations, debating	Outcomes Upper-Intermediate Unit 14 P. 122

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand explanatory texts on familiar and less familiar topics and work out meaning from context when reading independently (Reading for Information).*

- Can interpret detailed explanations.
- Read and respond to information in a text and work out word meaning from context – *The Magic Moneybag*

Pronunciation: *Uses stress, weak forms, and intonation effectively to support explanation and persuasion in spoken interaction (Phonological Control).*

- Intonation supports discourse.
- Practise the strong stresses and weak sounds when offering explanations
- Practise the pronunciation of numbers

Grammar: *Maintains a high level of grammatical control and can use passive forms and wish-structures accurately to express attitude and regret (Grammatical Accuracy).*

- Maintains high level of control. Understand how to use different passive forms
- Understand how to use *wish* to refer to current situations that can't be changed and regrets about past situations

Writing: *Can write essays that present an argument systematically, highlighting significant points and supporting detail appropriately (Reports and Essays).*

- Can present arguments systematically.
- Write an essay to argue a case (p162-163)

Speaking: *Can develop arguments logically, sustain a viewpoint, and respond appropriately in discussion and debate (Sustained Monologue / Informal Discussion).*

- Can develop arguments logically.
- Talk about their attitude to money
- Use expressions for apologising and offering explanations
- Discuss Chinese sayings
- Talk about lotteries
- Practise debating skills

Vocabulary: *Has a wide lexical repertoire for discussing abstract topics such as finance, values, and social attitudes (Vocabulary Range).*

- Uses a wide lexical repertoire.
- Use words and expressions to describe money problems
- Use expressions using metaphors

Listening: *Can follow extended multi-speaker exchanges and identify key viewpoints, supporting arguments, and detail (Understanding Conversation / Note-taking).*

- Can follow multi-speaker exchanges.
- Listen for general and specific understanding – *Money Troubles*
- Listen to a debate between two opposing views and practise note taking
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Speaking – A collaborative task

Irish Culture:

- Science, Innovation & Business

Suggested Supplementary Material: (*Note: This GE material is also referenced in **week 16**)

- *Navigate B2 – Unit 3*
- *Keynote Upper Intermediate – Unit 5*
- *English File Upper Intermediate – Unit 9A*
- *Empower B2 – Unit 8*
- *English Vocabulary in Use Upper Intermediate – Unit 38*
- *Headway Pronunciation Upper Intermediate – p37*
- *Irish Culture Book 2 – Unit 4*

B2 Course Plan – Week 15

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 15	Food	Linking words in sentences, reporting verbs	Talking about food/cooking, vague language	Outcomes Upper-Intermediate Unit 15 P. 132

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can evaluate viewpoints in texts on familiar and less familiar topics, identifying both main argument and relevant supporting information (Reading for Information and Argument).*

- Can evaluate viewpoints. Read and respond to information in a text and scan for specific information – *Food, Friends, Family*

Pronunciation: *Has clear, natural pronunciation and can respond appropriately to variation in spoken English (Phonological Control).*

- Speech is natural and clear.
- English from around the world

Grammar: *Uses complex structures accurately and can control linking and reporting patterns in more developed spoken and written discourse (Grammatical Accuracy).*

- Uses complex structures accurately.
- Understand how to use linking words in sentences
- Practise patterns after reporting verbs

Writing: *Can write clear, connected texts expressing evaluation and personal response with appropriate structure and supporting detail (Creative Writing / Reports and Essays).*

- Write a review with clear organisation and evaluative language
- Use appropriate linking devices to organise ideas
- Present opinion and justification coherently

Speaking: *Can participate actively in extended discussion, expressing nuanced views and reacting appropriately to others' contributions (Overall Spoken Interaction / Informal Discussion).*

- Can participate actively in extended discussion.
- Talk about food and cooking
- Practise ways of using vague language to show inexactness when talking
- Discuss books/blogs about cooking

Vocabulary: *Has a broad enough vocabulary to express nuance and discuss both concrete and abstract aspects of everyday topics (Vocabulary Range).*

- Can express nuance.

- Use words, expressions and verbs to describe foods and cooking
- Practise the use of prefixes
- To use expressions used to talk about food related issues

Listening: *Can understand extended spoken reasoning and identify gist, specific information, and viewpoint in topic-based listening texts (Overall Listening Comprehension).*

- Can understand extended reasoning.
- Listen for specific understanding – *What's Cooking?*
- Listen to news stories for gist and specific information

Exam Focus:

- TIE Exam – Writing a review

Irish Culture:

- Irish Food

Suggested Supplementary Material:

- *Keynote Upper Intermediate – Unit 5*
- *Inside Out Upper Intermediate – Unit 6*
- *English Vocabulary in Use Upper Intermediate – Unit 21*
- *English Pronunciation in Use Intermediate – Unit 58/59*
- *Irish Culture Book 1 – Unit 2*

B2 Course Plan – Week 16

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 16	Business	Future continuous, necessity and ability	Talk about business, phoning, writing emails/websites	Outcomes Upper-Intermediate Unit 16 P. 140

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can review longer texts efficiently, identifying overall meaning, key detail, and relevant supporting information in independently read texts (Reading for Orientation / Reading for Information and Argument).*

- Can review longer texts efficiently. Read and respond to information in a text – *New African Entrepreneurs*

Pronunciation: *Has clear and intelligible pronunciation and can handle practical spoken language accurately in everyday and professional contexts (Phonological Control).*

- Clear and intelligible throughout. Practise saying email addresses and websites

Grammar: *Maintains consistent grammatical control and can use future and modal-related structures accurately in practical and professional communication (Grammatical Accuracy).*

- Maintains consistent control. Understand how to use the future continuous when making arrangements and plans
- Understand how to express necessity and ability

Writing: *Can produce clear, well-structured written texts for practical purposes, selecting appropriate register and organisation (Overall Written Production / Correspondence).*

- Can produce clear, well-structured text summarising learning. Writing formal/informal emails (p164-165)

Speaking: *Can give clear, detailed spoken responses, summarise and evaluate information, and adjust register appropriately in discussion (Overall Spoken Production / Informal Discussion / Information Exchange).*

- Can summarise and evaluate information.
- Talk about discrimination in the workplace
- Practise ways of using *would* to show formality
- Discuss their personal experiences of businesses
- Talk about reality TV shows

Vocabulary: *Has a broad lexical repertoire for discussing practical, professional, and social topics with an appropriate degree of precision (Vocabulary Range).*

- Uses a broad lexical repertoire appropriately
- Use telephone expressions to give reasons for phoning
- Use key language to talk about how companies start and develop
- To use words and phrases used in business

Listening: *Can understand most spoken input in familiar and semi-formal contexts, identifying main stages, specific information, and speaker purpose (Overall Listening Comprehension / Note-taking).*

- Can understand most spoken input in familiar contexts.
- Listen to a presentation and note its main stages and the language used – *The Mother Used*

Exam Focus:

- TIE Exam – Talking about a news story

Irish Culture:

- How Irish Speak

Suggested Supplementary Material: (*Note: This GE material is the same as **week 14**)

- *Navigate B2 – Unit 3*
- *Keynote Upper Intermediate – Unit 5*
- *English File Upper Intermediate – Unit 9A*
- *Empower B2 – Unit 8*
- *English Vocabulary in Use Upper Intermediate – Unit 38*
- *Irish Culture Book 2 – Unit 7*

B2 Course Plan – Week 17

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 17	Survival and behaviour; risk, survival situations, behaviour patterns, feelings and reactions	Unreal conditionals; <i>would rather / had better</i>	Discussing survival choices, expressing preference, giving advice, reacting to difficult situations	New English File Upper Intermediate Unit 4 P. 34

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand extended texts on familiar and less familiar topics, identifying both general meaning and more detailed supporting information, and can scan longer texts to locate relevant detail efficiently (Overall Reading Comprehension / Reading for Orientation).*

- Read for gist to identify the main idea and purpose in texts about survival and behaviour
- Read for detail to identify key information, evidence, and consequences in survival-related scenarios
- Infer meaning from context when meeting unfamiliar vocabulary in reading texts
- Recognise how information is structured in problem-solution and narrative-style texts
- Identify attitudes, reactions, and implied viewpoint in extended reading

NEF Upper Intermediate Unit 4 Reading a–e

Pronunciation: *Has acquired a clear, natural pronunciation and intonation, using stress and rhythm to support meaning and attitude effectively (Phonological Control).*

- Use sentence stress and intonation to express reactions in high-stakes or emotional situations
- Recognise and produce natural rhythm in preference and advice structures
- Improve clarity when using forms such as *would rather* and *had better*
- Use connected speech patterns more naturally in discussion and response
- Develop more confident control of spoken emphasis in interaction

NEF Upper Intermediate Unit 4 Pronunciation a–d

Grammar: *Shows a relatively high degree of grammatical control and can use complex sentence patterns accurately to discuss hypothetical situations, preference, and advice (Grammatical Accuracy).*

- Use unreal conditional forms to discuss hypothetical and dangerous situations
- Use conditional structures to explain consequences and possible outcomes
- Use *would rather* to express preference clearly and appropriately
- Use *had better* to give strong advice and warnings
- Maintain accuracy when combining complex structures in discussion

NEF Upper Intermediate Unit 4 Grammar a–f

Writing: *Can write clear, detailed descriptions of real or imagined events and experiences, marking relationships between ideas in connected text and maintaining appropriate organisation (Creative Writing / Overall Written Production).*

- Write a short survival or experience-based narrative with logical sequencing
- Organise ideas clearly using appropriate linking devices
- Describe reactions, decisions, and consequences in a coherent way
- Use a range of sentence patterns to improve development and clarity
- Maintain an appropriate register for discursive or semi-narrative writing

NEF Upper Intermediate Unit 4 Writing a–c

Speaking: Can account for and sustain opinions in discussion by providing relevant explanations, arguments, and comments, and can compare and contrast alternatives when discussing what to do or choose (Informal Discussion / Overall Spoken Interaction).

- Express and justify opinions about survival decisions and human behaviour
- Compare and contrast possible actions in difficult or hypothetical situations
- Develop extended spoken responses with reasons and supporting detail
- Describe feelings, reactions, and personal responses to survival scenarios
- Ask follow-up questions and respond appropriately in discussion

NEF Upper Intermediate Unit 4 Speaking a–f

Vocabulary: Has a good range of vocabulary for matters connected to general topics and can vary formulation to avoid repetition while discussing problems, reactions, and experiences (Vocabulary Range).

- Use vocabulary related to survival, danger, risk, and emergency situations
- Use lexical items for feelings, reactions, and behavioural responses
- Extend range when discussing choices and consequences
- Select appropriate expressions for advice, warning, and preference
- Use context to develop and retain topic-based vocabulary

NEF Upper Intermediate Unit 4 Vocabulary a–c

Listening: Can understand the information content of recorded material on topics of personal interest delivered in clear standard speech, and can identify speaker attitude, viewpoint, and key detail (Listening to Audio Media and Recordings / Overall Listening Comprehension).

- Listen for gist to identify topic and purpose in survival-related listening texts
- Listen for detail to identify key facts, decisions, and outcomes
- Identify speaker attitude, emotion, and reaction in extended listening
- Follow complex lines of argument when the topic is clearly signposted
- Use contextual clues to support comprehension of unfamiliar language

NEF Upper Intermediate Unit 4 Listening a–e

Exam Focus:

- TIE Exam – Writing a report

Irish Culture:

- Questions about Ireland

Suggested Supplementary Material:

- *Inside Out Upper Intermediate – Unit 5*
- *English File Upper Intermediate – Unit 5A*
- *Empower B2 – Unit 8C*
- *Cutting Edge Upper-Intermediate – Module 2*
- *Headway Upper Intermediate – Unit 11*

● *English Vocabulary in Use Upper Intermediate – Unit 41/47*

● *Irish Culture Book 1/2 – Unit 1*

B2 Course Plan – Week 18

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 18	Music, sleep, news and the media; music, sleep habits, news language, reporting	Gerunds and infinitives; used to / usually; reporting verbs	Expressing opinions on abstract topics, discussing habits and routines, evaluating news and media content	New English File Upper Intermediate Unit 5 P. 44

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can read with a large degree of independence on familiar and less familiar topics, identifying both general meaning and detailed supporting information, and can understand articles where viewpoints are developed and supported (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for gist to identify the topic, purpose, and viewpoint in texts about music, sleep, and current affairs
- Read for detail to locate supporting evidence, examples, and key arguments
- Infer meaning from context when reading contemporary topic-based texts
- Recognise how articles are structured to present opinion and supporting detail
- Identify writer stance and compare different perspectives across texts

NEF Upper Intermediate Unit 5 Reading a–f

Pronunciation: *Has acquired a clear, natural pronunciation and intonation, using stress patterns effectively to support meaning in extended spoken interaction (Phonological Control).*

- Recognise and use word stress accurately in topic-based vocabulary
- Use intonation to express opinion and personal stance clearly
- Improve rhythm and clarity in more extended spoken turns
- Pronounce lexical chunks and reporting patterns more naturally
- Develop clearer control of stress in media-related vocabulary

NEF Upper Intermediate Unit 5 Pronunciation a–f

Grammar: *Shows a relatively high degree of grammatical control and can use a range of structures accurately to express habit, preference, reaction, and reported ideas (Grammatical Accuracy).*

- Use gerunds and infinitives accurately after common verbs and expressions
- Distinguish between form and meaning in verb pattern choices
- Use used to and related forms to discuss past habits and present routines

- Use reporting verbs accurately to report information, opinions, and reactions
- Maintain grammatical control when combining verb patterns in speaking and writing

NEF Upper Intermediate Unit 5 Grammar a–e

Writing: *Can write clear, detailed texts presenting information, opinion, and argument, using appropriate organisation and supporting detail (Reports and Essays / Overall Written Production).*

- Write a formal letter using a clear structure and appropriate register
- Write an article presenting viewpoint and supporting examples
- Organise argument logically with effective paragraphing
- Use reporting language and linking devices to improve cohesion
- Maintain accuracy in punctuation, layout, and formal written conventions

NEF Upper Intermediate Unit 5 Writing a–c

Speaking: *Can express thoughts on abstract or cultural topics and can account for and sustain views clearly by providing relevant explanations and arguments (Informal Discussion / Sustained Monologue: Putting a Case).*

- Express and justify opinions about music, sleep, news, and media influence
- Develop extended spoken responses on abstract and topical issues
- Explain why something is a problem and suggest possible responses
- Discuss personal habits, preferences, and experiences with supporting detail
- Present a viewpoint on a current issue, including advantages and disadvantages

NEF Upper Intermediate Unit 5 Speaking a–f

Vocabulary: *Has a good range of vocabulary for matters connected to general topics and can use reasonably precise language to discuss culture, habits, media, and current affairs (Vocabulary Range).*

- Use vocabulary related to music, sleep, and emotional response
- Use lexical items connected with news, reporting, and the media
- Extend vocabulary for discussing habits, reactions, and behaviour
- Use topic-based collocations more accurately in speech and writing
- Select precise lexical items when giving opinion and evaluation

NEF Upper Intermediate Unit 5 Vocabulary a–d

Listening: *Can understand recorded material in standard dialect on topics of personal and general interest, identifying main ideas, specific information, speaker attitude, and viewpoint (Listening to Audio Media and Recordings / Overall Listening Comprehension).*

- Listen for gist to identify main topic and speaker purpose in music-, sleep-, and media-related texts
- Listen for detail to identify specific facts, examples, and opinions
- Identify speaker viewpoint and attitude in broadcast or recorded material
- Follow extended speech where ideas are clearly signposted
- Take brief notes on key points in lecture- or talk-style listening

NEF Upper Intermediate Unit 5 Listening a–f

Exam Focus:

- TIE Exam – Talking about a book

Irish Culture:

- Irish Weather

Suggested Supplementary Material:

- *English File Upper Intermediate – Unit 4A*
- *Keynote Upper Intermediate – Unit 11*
- *Empower B2 – Unit 2B/5D*
- *Headway Upper Intermediate – Unit 8*
- *English Vocabulary in Use Upper Intermediate – Unit 22-23*
- *English Pronunciation in Use Intermediate – Unit 29*
- *Irish Culture Book 1 – Unit 8*

B2 Course Plan – Week 19

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 19	Communication, cities, discovery and innovation; language learning, urban life, inventions, science and ideas	Articles; have something done; quantifiers and science-related structures	Giving presentations, discussing city life, explaining ideas clearly, describing discoveries and innovations	New English File Upper Intermediate Unit 6 P. 54

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand extended texts on familiar and less familiar topics, identifying both general meaning and detailed supporting information, and can adapt reading strategies to different text types and purposes (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for gist to identify key ideas in texts about communication, cities, and innovation
- Read for detail to identify supporting examples, explanation, and evidence
- Infer meaning from context in texts containing topic-specific or abstract vocabulary
- Recognise how informational and argumentative texts are structured
- Evaluate viewpoint and relevance in longer reading passages

NEF Upper Intermediate Unit 6 Reading a–e

Pronunciation: *Has acquired a clear, natural pronunciation and intonation, using stress and rhythm effectively in interaction and more extended spoken production (Phonological Control).*

- Use sentence stress and intonation to support clarity in presentations and discussion
- Improve natural rhythm in extended speaking
- Recognise and produce stress patterns in topic-based vocabulary
- Use pronunciation features that support listener engagement and comprehension
- Develop clearer control of emphasis in spoken explanations

NEF Upper Intermediate Unit 6 Pronunciation a–c

Grammar: *Shows a relatively high degree of grammatical control and can use structures accurately to describe process, quantity, arrangement, and service-related actions (Grammatical Accuracy).*

- Use articles accurately with common, abstract, and topic-specific nouns
- Use have something done accurately to describe services and arrangements
- Control quantifier-related patterns and other unit-based grammar accurately
- Use grammar structures to explain ideas, situations, and processes clearly
- Maintain accuracy when combining forms in spoken and written production

NEF Upper Intermediate Unit 6 Grammar a–c

Writing: *Can write clear, detailed texts on a variety of subjects related to his or her field of interest, using appropriate organisation, paragraphing, and support (Overall Written Production / Reports and Essays).*

- Write a discursive or descriptive text on a communication, city, or innovation-related topic
- Organise ideas into well-developed paragraphs with clear progression
- Use relevant examples and supporting detail to expand key points
- Maintain appropriate tone and register for semi-formal written tasks
- Use linking devices to create cohesion across longer texts

NEF Upper Intermediate Unit 6 Writing a–c

Speaking: Can give clear, detailed descriptions and presentations on a range of subjects, expanding and supporting ideas with subsidiary points and relevant examples (Overall Oral Production / Informal Discussion).

- Talk about communication and language use in a clear and extended way
- Discuss advantages and disadvantages of city life with supporting reasons
- Explain ideas, inventions, and discoveries using relevant detail
- Give a short presentation with a clear structure and audience awareness
- Sustain discussion by responding to questions and developing arguments

NEF Upper Intermediate Unit 6 Speaking a–d

Vocabulary: Has a good range of vocabulary for matters connected to general and more abstract topics and can use reasonably precise language to describe ideas, places, and developments (Vocabulary Range).

- Use vocabulary related to communication and language
- Use topic-based lexis for city life, urban problems, and urban advantages
- Use vocabulary related to discovery, science, and innovation
- Extend lexical range through contextualised discussion and explanation
- Choose more precise language when presenting and evaluating ideas

NEF Upper Intermediate Unit 6 Vocabulary a–f

Listening: Can understand the main ideas of complex speech on both concrete and abstract topics delivered in standard speech, identifying key information, attitude, and development of ideas (Overall Listening Comprehension / Listening as a Member of a Live Audience).

- Listen for gist to identify the topic, purpose, and direction of a talk or discussion
- Listen for detail to identify key facts, examples, and supporting points
- Follow extended speech and complex lines of argument when clearly signposted
- Identify speaker attitude and viewpoint in recorded or live-style listening tasks
- Take notes on important points in presentation-style listening

NEF Upper Intermediate Unit 6 Listening a–f

Exam Focus:

- TIE Exam – Writing about a book you have read

Irish Culture:

- Irish Festivals & Social Life

Suggested Supplementary Material:

- *Ready for First Certificate – Unit 1*
- *First Certificate Gold – Unit 13*
- *Navigate B2 – Unit 6.1*
- *Cutting Edge Upper Intermediate – Module 1*

- *English Vocabulary in Use Upper Intermediate – Unit 22-23*
- *English Pronunciation in Use Intermediate – Unit 29*
- *Irish Culture Book 2 – Unit 11*

B2 Course Plan – Week 20				
Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 20	Feelings, annoyance, honesty, emotional reactions, personal behaviour	Structures after <i>wish</i> ; expressing feelings with verbs and <i>-ed / -ing</i> adjectives	Expressing irritation appropriately, discussing honesty, describing feelings and reactions	New English File Upper Intermediate Unit 7 P. 64

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand extended texts on familiar and less familiar topics, identifying both general meaning and more detailed supporting information, and can scan longer texts to locate relevant detail efficiently (Overall Reading Comprehension / Reading for Orientation).*

- Read for gist to identify the main issue and point of view in texts about feelings, behaviour, and honesty
- Read for detail to identify supporting information, examples, and emotional significance
- Infer meaning from context when reading texts containing less familiar emotional or descriptive language
- Recognise how information is structured in reflective and topic-based reading texts
- Identify attitude, reaction, and personal stance in extended reading

NEF Upper Intermediate Unit 7 Reading a–e

Pronunciation: *Has acquired a clear, natural pronunciation and intonation, using stress, rhythm, and intonation to express emotional nuance effectively (Phonological Control).*

- Use sentence rhythm and intonation to express annoyance, regret, and emphasis
- Recognise and produce stress patterns in longer feeling-related adjectives
- Improve natural rhythm in sentences with wish structures
- Use intonation to signal emotional involvement more clearly
- Develop greater fluency in connected speech during discussion

NEF Upper Intermediate Unit 7 Pronunciation a–c

Grammar: *Shows a relatively high degree of grammatical control and can use complex sentence patterns accurately to express wishes, irritation, and emotional response (Grammatical Accuracy).*

- Use structures after wish to express irritation, regret, and unreal present situations

- Distinguish between verb forms used after wish and related structures
- Use -ed and -ing adjectives accurately to describe emotional states and causes
- Maintain accuracy when combining emotional vocabulary with more complex structures
- Use a range of sentence patterns to express personal reaction clearly

NEF Upper Intermediate Unit 7 Grammar a–e

Writing: Can write clear, detailed descriptions of real or imagined events and experiences, making connections between ideas in connected text and using appropriate paragraphing and layout (Creative Writing / Overall Written Production).

- Write a short discursive or narrative text describing an emotionally significant experience
- Organise ideas clearly with appropriate paragraphing and linking devices
- Describe reactions and attitudes using a wider range of emotional language
- Use wish structures and feeling adjectives accurately in written production
- Maintain a coherent and appropriate register throughout the task

NEF Upper Intermediate Unit 7 Writing a–c

Speaking: Can account for and sustain opinions in discussion by providing relevant explanations, arguments, and comments, and can highlight the personal significance of events and experiences (Informal Discussion / Overall Spoken Interaction).

- Express and justify opinions about honesty, annoyance, and everyday behaviour
- Describe feelings and reactions in a clear and extended way
- Develop spoken responses using examples and supporting detail
- Respond appropriately to others' opinions and ask follow-up questions
- Discuss personal and hypothetical situations using emotionally precise language

NEF Upper Intermediate Unit 7 Speaking a–f

Vocabulary: Has a good range of vocabulary for matters connected to general topics and can use reasonably precise language to describe feelings, reactions, and behaviour (Vocabulary Range).

- Use vocabulary related to feelings, annoyance, and emotional reaction
- Use verbs and adjectives accurately to describe emotional cause and effect
- Extend lexical range for discussing honesty and personal behaviour
- Select more precise language when reacting to situations and experiences
- Use contextual clues to expand and retain topic-based vocabulary

NEF Upper Intermediate Unit 7 Vocabulary a–c

Listening: Can understand recorded material in standard speech on both familiar and less familiar topics, identifying main ideas, specific detail, and speaker mood or attitude (Listening to Audio Media and Recordings / Overall Listening Comprehension).

- Listen for gist to identify topic, speaker purpose, and emotional context
- Listen for detail to identify examples, opinions, and reactions
- Identify speaker mood, tone, and attitude in extended listening texts
- Follow more complex spoken input where ideas are clearly signposted
- Use contextual clues to interpret less familiar language in listening

NEF Upper Intermediate Unit 7 Listening a–e

Exam Focus:

- TIE Exam – Working on an investigation

Irish Culture:

- Visual Ireland

Suggested Supplementary Material:

- *Landmark Upper Intermediate – Unit 5*
- *First Certificate Gold – Unit 9*
- *Inside Out Upper Intermediate – Unit 1*
- *English Vocabulary in Use Upper Intermediate – Unit 26, 40-42*
- *English Pronunciation in Use Intermediate – Unit 23*
- *Irish Culture Book 2 – Unit 5*

B2 Course Plan – Week 21

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 21	Crime, the media, reporting, news stories, public reaction	Passive structures; reporting verbs	Discussing crime and media critically, summarising reports, expressing and defending opinions	New English File Upper Intermediate Unit 8 P. 74

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints, identifying both main ideas and supporting detail (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for gist to identify the focus and viewpoint in texts about crime and the media
- Read for detail to identify evidence, examples, and supporting argument
- Infer meaning from context in texts containing current-affairs and media vocabulary
- Recognise how journalistic and argumentative texts are structured
- Identify writer stance and evaluate the relevance of supporting information

NEF Upper Intermediate Unit 8 Reading a–e

Pronunciation: *Has acquired a clear, natural pronunciation and intonation, using stress effectively to support meaning in discussion and reporting (Phonological Control).*

- Use word stress accurately in media-related and reporting vocabulary
- Improve sentence rhythm in spoken summaries and discussion
- Use intonation to signal reaction, emphasis, and evaluation
- Pronounce reporting patterns clearly and naturally
- Develop greater fluency in extended spoken responses

NEF Upper Intermediate Unit 8 Pronunciation a–d

Grammar: *Shows a relatively high degree of grammatical control and can use passive and reporting structures accurately in both spoken and written communication (Grammatical Accuracy).*

- Use passive structures accurately in crime and news-report contexts
- Use reporting verbs to summarise information, statements, and opinions
- Distinguish between active and passive focus when presenting information
- Control form and meaning in more complex reporting patterns
- Maintain grammatical accuracy when combining facts, opinion, and summary

NEF Upper Intermediate Unit 8 Grammar a–f

Writing: Can write essays and reports which develop an argument, present information clearly, and explain reasons in support of a point of view (Reports and Essays / Overall Written Production).

- Write a report or discursive text on a news, crime, or social issue
- Organise ideas into clear paragraphs with logical progression
- Summarise and synthesise information from different sources
- Use reporting language and passive structures appropriately
- Present arguments with clear supporting detail and appropriate register

NEF Upper Intermediate Unit 8 Writing a–c

Speaking: Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, and sustaining opinions with relevant explanations (Informal Discussion / Overall Spoken Interaction).

- Discuss crime stories, media coverage, and public reaction with supporting reasons
- Express and justify opinions on topical issues in an extended way
- Develop spoken responses using examples, comment, and evaluation
- Ask for clarification and respond appropriately in discussion
- Summarise and react to information from reading and listening texts

NEF Upper Intermediate Unit 8 Speaking a–f

Vocabulary: Has a good range of vocabulary for matters connected to general and topical issues and can vary formulation to avoid repetition (Vocabulary Range).

- Use vocabulary related to crime, law, media, and reporting
- Use collocations associated with news stories and public reaction
- Extend lexical range for discussing contemporary issues and viewpoints
- Select precise verbs and nouns for describing events and reports
- Use topic-based vocabulary more flexibly in speech and writing

NEF Upper Intermediate Unit 8 Vocabulary a–d

Listening: Can understand standard spoken language on both familiar and less familiar topics, identifying main ideas, specific information, and speaker viewpoint in recorded material (Listening to Audio Media and Recordings / Overall Listening Comprehension).

- Listen for gist to identify the main story, issue, or viewpoint
- Listen for detail to identify facts, developments, and supporting information
- Identify speaker attitude and perspective in media-related listening
- Follow extended speech where argument or narrative is clearly signposted
- Use listening evidence to support later discussion and summary

NEF Upper Intermediate Unit 8 Listening a–f

Exam Focus:

- TIE Exam – Writing about a news story

Irish Culture:

- Irish Physical Characteristics

Suggested Supplementary Material:

- *Landmark Upper Intermediate – Unit 1*
- *Keynote Upper Intermediate – Unit 6*
- *Cutting Edge Upper Intermediate – Module 12*
- *Inside Out Upper Intermediate – Unit 3*

- *Objective FCE – Unit 9*
- *English File Upper Intermediate - Unit 9A*
- *English Vocabulary in Use Upper-Intermediate – Unit 16/38*
- *Irish Culture Book 1 – Unit 3*

B2 Course Plan – Week 22

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 22	Society, identity, appearance, public image, social judgement	Advanced descriptive structures; comparison and emphasis in discussion	Discussing identity and social attitudes, presenting opinion, responding to contrasting viewpoints	New English File Upper Intermediate Unit 9 P. 84

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can read with a large degree of independence on familiar and less familiar topics, identifying general meaning, more detailed supporting information, and viewpoint in extended texts (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for gist to identify topic and overall position in texts about identity, image, and social judgement
- Read for detail to locate key information, examples, and supporting argument
- Infer meaning from context when meeting descriptive or evaluative language
- Recognise how opinion texts are structured and developed
- Identify writer attitude and compare different perspectives in a text

NEF Upper Intermediate Unit 9 Reading a–e

Pronunciation: *Has acquired a clear, natural pronunciation and intonation, using stress and rhythm to support meaning, comparison, and emphasis effectively (Phonological Control).*

- Use sentence stress to emphasise evaluation and personal stance
- Improve rhythm and clarity in extended comparison and description
- Recognise natural intonation patterns in discussion and reaction
- Use connected speech more effectively in spoken interaction
- Develop more confident control of prominence in longer turns

NEF Upper Intermediate Unit 9 Pronunciation a–d

Grammar: *Shows a relatively high degree of grammatical control and can use a range of complex structures accurately to compare, evaluate, and describe people and situations (Grammatical Accuracy).*

- Use advanced descriptive and comparative structures accurately
- Control word order and emphasis in evaluative sentences
- Use structures for comparison, contrast, and personal judgement
- Maintain grammatical accuracy in extended spoken and written discourse
- Combine topic-based lexis with more complex sentence patterns effectively

NEF Upper Intermediate Unit 9 Grammar a–e

Writing: Can write clear, detailed descriptions and discursive texts, developing main points with relevant supporting detail and examples (Creative Writing / Overall Written Production).

- Write a description or short discursive text related to identity, image, or public perception
- Organise ideas with clear paragraphing and logical development
- Use descriptive language and evaluative comment appropriately
- Support ideas with relevant examples and explanation
- Maintain coherence and an appropriate register throughout

NEF Upper Intermediate Unit 9 Writing a–c

Speaking: Can account for and sustain opinions in discussion by providing relevant explanations, arguments, and comments, and can express ideas clearly on abstract and cultural topics (Informal Discussion / Overall Spoken Interaction).

- Express and justify opinions about image, identity, and social expectations
- Compare attitudes and perceptions using supporting detail
- Develop extended spoken responses with explanation and evaluation
- Respond to others' opinions and build on ideas in discussion
- Use appropriate follow-up questions to maintain interaction

NEF Upper Intermediate Unit 9 Speaking a–f

Vocabulary: Has a good range of vocabulary for matters connected to social topics and can use reasonably precise language to describe people, image, and attitudes (Vocabulary Range).

- Use vocabulary related to appearance, identity, and social judgement
- Use lexical items for evaluation, impression, and stereotype
- Extend lexical range through discussion of public and personal image
- Select more precise descriptive language in speaking and writing
- Use topic-based collocations more accurately and flexibly

NEF Upper Intermediate Unit 9 Vocabulary a–d

Listening: Can understand extended spoken language on both concrete and abstract topics, identifying speaker attitude, viewpoint, and important detail (Overall Listening Comprehension / Listening to Audio Media and Recordings).

- Listen for gist to identify topic, viewpoint, and purpose
- Listen for detail to identify examples, opinions, and supporting information
- Identify speaker attitude and implied judgement in extended listening
- Follow complex spoken input when the direction is clearly signposted
- Use listening detail to support later speaking and writing tasks

NEF Upper Intermediate Unit 9 Listening a–e

Exam Focus:

- TIE Exam – Talking about a news story

Irish Culture:

- Irish Film

Suggested Supplementary Material:

- *Landmark Upper Intermediate – Unit 8*
- *Navigate B2 – Unit 5.1/5.2*
- *Direct to FCE – Unit 2*
- *New Inside Out Upper Intermediate – Unit 12*

- Objective FCE – Unit 8
- English Vocabulary in Use Upper-Intermediate – Unit 15
- Irish Culture Book 1 – Unit 9

B2 Course Plan – Week 23				
Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 23	Space, science, language, communication, influence and persuasion	Advanced discussion structures; presentation and note-taking language	Discussing abstract topics, note-taking, interviewing, presenting and responding to ideas	New English File Upper Intermediate Unit 10 P. 94

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand specialised articles and extended texts outside his or her immediate field, identifying both general meaning and more detailed supporting information where the topic is reasonably accessible (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for gist to identify the main focus and relevance of texts about space, science, or language
- Read for detail to identify key information, specialist points, and supporting evidence
- Infer meaning from context in texts containing topic-specific vocabulary
- Recognise how expository and argumentative texts are structured
- Identify writer viewpoint and the function of examples and explanation

NEF Upper Intermediate Unit 10 Reading a–e

Pronunciation: *Has acquired a clear, natural pronunciation and intonation, using stress and rhythm effectively in discussion, presentation, and follow-up questioning (Phonological Control).*

- Use stress and intonation to support clarity in presentation-style speaking
- Improve fluency when asking and answering follow-up questions
- Use pronunciation features that help organise longer spoken turns
- Increase confidence in note-led and interview-style speaking
- Develop clearer prominence in abstract topic discussion

NEF Upper Intermediate Unit 10 Pronunciation a–d

Grammar: *Shows a relatively high degree of grammatical control and can use a range of complex structures accurately to explain ideas, respond to questions, and support argument (Grammatical Accuracy).*

- Use advanced sentence patterns to explain abstract ideas clearly
- Maintain control of complex structures in discussion and presentation
- Use a range of linking and support structures to develop argument
- Combine explanation, opinion, and example accurately in longer turns
- Maintain grammatical accuracy while responding spontaneously

NEF Upper Intermediate Unit 10 Grammar a–e

Writing: Can write clear, detailed texts on a range of subjects related to his or her interests, selecting appropriate organisation and supporting information (Overall Written Production / Reports and Essays).

- Write a structured text presenting information and viewpoint on a science- or language-related topic
- Organise ideas logically using clear paragraphing and signposting
- Summarise and evaluate information from reading or listening input
- Use an appropriate formal or neutral register
- Support main points with relevant examples and explanation

NEF Upper Intermediate Unit 10 Writing a–c

Speaking: Can carry out an effective, fluent interview, ask follow-up questions, and sustain opinions clearly with relevant explanations and argument (Interviewing and Being Interviewed / Informal Discussion).

- Discuss abstract topics such as space, science, language, and communication with supporting detail
- Carry out short interviews and follow up interesting answers appropriately
- Develop extended responses using examples and explanation
- Take and use notes to support a short presentation or discussion
- Ask for clarification and respond appropriately in spontaneous interaction

NEF Upper Intermediate Unit 10 Speaking a–f

Vocabulary: Has a good range of vocabulary for matters connected to general, academic, and more abstract topics and can vary formulation to avoid repetition (Vocabulary Range).

- Use vocabulary related to science, space, language, and communication
- Use lexical items for influence, persuasion, and explanation
- Extend topic-based vocabulary through reading, listening, and discussion
- Select more precise language to describe abstract concepts and processes
- Use collocations and lexical phrases more flexibly in spoken production

NEF Upper Intermediate Unit 10 Vocabulary a–d

Listening: Can understand recordings and extended speech on familiar and less familiar topics, identifying main ideas, speaker viewpoint, and important supporting detail (Overall Listening Comprehension / Note-taking).

- Listen for gist to identify topic, purpose, and direction of a talk or interview
- Listen for detail to identify key points, examples, and supporting information
- Take notes on clearly structured spoken input
- Identify speaker viewpoint and rhetorical focus in extended listening
- Use listening detail to support later discussion, interview, or summary tasks

NEF Upper Intermediate Unit 10 Listening a–e

Exam Focus:

- TIE Exam - Writing a letter

Irish Culture:

- Irish Sport

Suggested Supplementary Material:

- *Landmark Upper Intermediate – Unit 1*
- *Keynote Upper Intermediate – Unit 8*
- *Empower B2 - Unit 5*
- *Inside Out Upper Intermediate – Unit 5*
- *Objective FCE – Unit 7*
- *English Vocabulary in Use Upper-Intermediate – Unit 17/58*
- *English File Upper Intermediate - Unit 4B*
- *Irish Culture Book 2 - Unit 2*

B2 Course Plan – Week 24

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 24	Work, study, ambition, achievement, decision-making	Advanced verb patterns and argument structures for evaluation and explanation	Presenting ideas, evaluating options, discussing goals, defending opinions	New English File Upper Intermediate Unit 11 P. 104

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand extended texts on familiar and less familiar topics, identifying both general meaning and more detailed supporting information, and can evaluate relevance and viewpoint (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for gist to identify the focus and purpose of texts about work, study, or achievement
- Read for detail to locate relevant supporting information and examples
- Infer meaning from context in texts containing abstract and topic-specific vocabulary
- Recognise how texts develop argument, explanation, and evaluation
- Identify writer stance and compare possible viewpoints or solutions

NEF Upper Intermediate Unit 11 Reading a–e

Pronunciation: *Has acquired a clear, natural pronunciation and intonation, using stress and prominence to support argument and extended explanation (Phonological Control).*

- Use sentence stress to emphasise key points in argument and explanation
- Improve rhythm and clarity in extended spoken responses
- Use intonation to signal opinion, contrast, and evaluation
- Develop more natural connected speech in longer turns
- Increase fluency in presentation and discussion tasks

NEF Upper Intermediate Unit 11 Pronunciation a–d

Grammar: *Shows a relatively high degree of grammatical control and can use a range of complex structures accurately to express evaluation, purpose, and consequence (Grammatical Accuracy).*

- Use advanced verb patterns accurately in discussing plans, goals, and choices
- Use complex sentence structures to evaluate alternatives and explain consequences
- Maintain control of form in extended spoken and written production
- Combine abstract topic vocabulary with more complex grammar appropriately
- Use grammar accurately when presenting and defending ideas

NEF Upper Intermediate Unit 11 Grammar a–e

Writing: *Can write clear, detailed discursive texts and reports, presenting information and viewpoint with relevant support and appropriate organisation (Reports and Essays / Overall Written Production).*

- Write a short report or essay evaluating options or presenting recommendations
- Organise information into coherent paragraphs with clear progression
- Use linking devices to develop argument and support opinion
- Present advantages, disadvantages, and conclusions clearly
- Maintain an appropriate semi-formal or formal register

NEF Upper Intermediate Unit 11 Writing a–c

Speaking: Can develop a clear argument, expanding and supporting points of view with relevant subsidiary points and examples, and can respond effectively to others in discussion (Sustained Monologue: Putting a Case / Informal Discussion).

- Discuss ambition, study, and work-related choices with supporting reasons
- Evaluate alternatives and explain preferred options clearly
- Develop extended spoken responses with examples and justification
- Respond to others' opinions and negotiate meaning in discussion
- Present ideas more formally when required

NEF Upper Intermediate Unit 11 Speaking a–f

Vocabulary: Has a good range of vocabulary for matters connected to work, study, and general social topics and can vary formulation to avoid repetition (Vocabulary Range).

- Use vocabulary related to work, study, ambition, and achievement
- Use lexical items associated with evaluation, decision-making, and recommendation
- Extend range through discussion of goals and future pathways
- Select more precise vocabulary in argument and explanation
- Use common collocations for work and study contexts accurately

NEF Upper Intermediate Unit 11 Vocabulary a–d

Listening: Can understand extended spoken language on familiar and less familiar topics, identifying main ideas, speaker viewpoint, and supporting detail where ideas are clearly signposted (Overall Listening Comprehension / Listening to Audio Media and Recordings).

- Listen for gist to identify topic, purpose, and overall direction of the listening text
- Listen for detail to identify reasons, examples, and conclusions
- Identify speaker attitude and degree of certainty
- Follow argument and explanation in extended spoken input
- Use listening evidence to support later discussion and written response

NEF Upper Intermediate Unit 11 Listening a–e

Exam Focus:

- TIE Exam – Speaking practise test

Irish Culture:

- Irish Myths & Legends

Suggested Supplementary Material:

- *Landmark Upper Intermediate – Unit 1*
- *Direct to FCE – Unit 1*
- *Empower B2 _ Unit 4C*
- *Inside Out Upper Intermediate – Unit 10*
- *Objective FCE – Unit 23/24*
- *English Vocabulary in Use Upper-Intermediate – Unit 6/39*

● *English Pronunciation in Use Intermediate – Unit 46/47*

● *Irish Culture Book 2 – Unit 6*

B2 Course Plan – Week 25

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 25	Contemporary issues, society, debate, evaluation, public opinion	Review and extension of complex sentence forms for argument, contrast, and evaluation	Participating in debate, evaluating evidence, responding to public issues, sustaining discussion	New English File Upper Intermediate Unit 12 P. 114

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints, identifying both overall meaning and detailed supporting information (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for gist to identify topic, purpose, and writer stance in contemporary issue texts
- Read for detail to identify evidence, examples, and supporting argument
- Infer meaning from context when reading abstract or issue-based vocabulary
- Recognise how argumentative texts are structured and developed
- Evaluate the relevance and strength of supporting information

NEF Upper Intermediate Unit 12 Reading a–e

Pronunciation: *Has acquired a clear, natural pronunciation and intonation, using stress and rhythm effectively to express attitude, contrast, and involvement in discussion (Phonological Control).*

- Use intonation to express agreement, reservation, and evaluation
- Improve sentence rhythm in extended argument and discussion
- Use stress to highlight key contrast and emphasis
- Develop greater fluency in spontaneous spoken interaction
- Maintain clarity in longer turns and multi-part responses

NEF Upper Intermediate Unit 12 Pronunciation a–d

Grammar: *Shows a relatively high degree of grammatical control and can use complex structures accurately to argue, contrast, evaluate, and respond to topical issues (Grammatical Accuracy).*

- Use a range of complex sentence forms to present and evaluate opinion
- Use contrast and concession structures accurately in discussion and writing
- Maintain control of form while developing longer arguments
- Combine evidence, example, and evaluation in coherent sentences
- Use review grammar accurately in more spontaneous communication

NEF Upper Intermediate Unit 12 Grammar a–e

Writing: Can write essays and reports which develop an argument systematically, highlighting significant points and supporting detail appropriately (Reports and Essays / Overall Written Production).

- Write an essay or report on a contemporary issue with a clear position
- Organise argument logically into well-developed paragraphs
- Use linking devices to structure contrast, support, and conclusion
- Present balanced evaluation with relevant support
- Maintain an appropriate formal register and accurate written conventions

NEF Upper Intermediate Unit 12 Writing a–c

Speaking: Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternatives, and sustaining opinions with relevant explanations (Informal Discussion / Overall Spoken Interaction).

- Discuss contemporary issues and public opinion with supporting reasons
- Evaluate different viewpoints and explain advantages and disadvantages
- Develop extended spoken responses with examples and clarification
- Respond to challenge and contrast other positions appropriately
- Maintain effective turn-taking and interaction in discussion

NEF Upper Intermediate Unit 12 Speaking a–f

Vocabulary: Has a good range of vocabulary for matters connected to social issues, argument, and evaluation, and can vary formulation to avoid frequent repetition (Vocabulary Range).

- Use vocabulary related to debate, public opinion, and social issues
- Use evaluative language to support and qualify opinions
- Extend lexical range through reading and discussion of current topics
- Select precise expressions for agreement, contrast, and criticism
- Use common collocations associated with argument and evaluation accurately

NEF Upper Intermediate Unit 12 Vocabulary a–d

Listening: Can understand standard spoken language on both familiar and less familiar topics, identifying main ideas, specific detail, and speaker attitude even in more extended discussion (Overall Listening Comprehension / Listening to Audio Media and Recordings).

- Listen for gist to identify issue, viewpoint, and speaker purpose
- Listen for detail to identify evidence, examples, and conclusions
- Identify speaker attitude and degree of conviction in discussion
- Follow extended spoken argument where the direction is clearly signposted
- Use listening input to support later summary, discussion, and writing tasks

NEF Upper Intermediate Unit 12 Listening a–e

Exam Focus:

- TIE Exam – Writing practice test

Irish Culture:

- Irish History & Culture

Suggested Supplementary Material:

- *Landmark Upper Intermediate – Unit 3*
- *Empower B2 - Unit 7*
- *New Inside Out Upper Intermediate – Unit*

- *Objective FCE – Unit 20/25*
- *English Vocabulary in Use Upper-Inter – Unit 37*
- *English File Upper-Inter Unit 8A*
- *English Pronunciation in Use – Unit 48-50*
- *Irish Culture Book 1/2 – Unit 10*



S English **W** Language **A** Training **N**

E - Level C1 Syllabus

(CEFR Level C1)

C1 Course Syllabus

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 11.00 Class tutor time	Introduce topic and weekly objectives. Practise Key lexis and target language Focus on pair/group work	Review lexis and objectives from Monday . Focus on communicative practice in relevant core skills (based on weekly outcomes and syllabus focus)	Focus on language in use in addition to form. Prepare students for integrated skills. **Address any issues/ learning needs emerging from tutorials or previous classroom tasks.	Weekly Assessment (Speaking Test) Weekly one-to-one Tutorials: *Initiate individual learning targets with students. *Review monthly tutorial learning goals (e.g. H/W, areas for improvement in core skills, class conduct, exam targets)	TIE Exam Focus: Practise parts of the TIE exam with whole class-focus on pair work/ peer testing and correction. Weekly Assessment (Skills Test)
11.00 - 11.20	Break	Break	Break	Break	Break
11.20 - 13.00 Class tutor time	Focus on review of target language and productive skills Irish Culture Topic	Integrated grammar/ vocabulary development Life skills	Integrated grammar/ vocabulary development Life skills	Revise weekly topic and focus or errors. Prepare students for weekly assessment through pair/grp work & peer correction	Weekly Assessment (Unit Test) Review of the week

Coursebooks: *Outcomes Advanced (National Geographic 2019)/ New English File Advanced 3rd Edition (OUP 2022)*

Speaking exam practice: <http://ielt.ie/teacher-information1> , [TIE Handbook](#) (click to follow link). See schedule. Steps 1-5. Teachers to begin with steps 1 and 2 of the TIE oral exam with selected students to model exam format, following on from weekly TIE input (Fridays, session 1). Guidelines and exam practice format available with tutorial form on G-drive.

Supplementary materials: Suggested supplementary materials are listed at the end of each weekly topic. This is a selection only and more resources should/may be used. The syllabus also includes a TIE exam focus plus a topic of Irish culture each week. Please ensure that both of these areas are covered.

Please fill in your lesson plan on the shared Google Drive (ask ADOS for link) by Monday afternoon at the latest so that the teacher you are sharing with can plan accordingly.

C1 Outcomes	
Listening	● I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.
Reading	● I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though I may want time to reread them.
Speaking	● I can express myself fluently and appropriately, adopting a level of formality appropriate to the circumstances and my relationship to the person I am talking to.
Writing	● I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.

C1 Course Plan – Week 1

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 1	Cities	Perfect forms	Describing cities, Reinforcing, points, binomals	Outcomes Advanced Unit 1 P. 6

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand a wide range of demanding, longer texts, recognising implicit meaning, attitude, and stance, and identifying both overall purpose and finer points of detail, including how arguments are constructed (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for specific information and do a jigsaw reading – *Urban Renewal*
- Read for specific information and focus on useful chunks of language – *Buying Into The Myth*

Pronunciation *Can vary intonation and place sentence stress appropriately to express finer shades of meaning, including emphasis, contrast, and attitude (Phonological Control).*

- Use sentence stress to emphasise key information when describing cities
- Manipulate intonation patterns to signal attitude (e.g. enthusiasm, criticism, irony)
- Recognise and produce features of connected speech in fast, natural discourse
- Use stress and rhythm to highlight contrast and evaluation in spoken discourse
- Improve intelligibility when producing extended turns and presentations

Grammar: *Consistently maintains a high degree of grammatical accuracy, using a wide range of complex structures to express nuanced meanings with precision (Grammatical Accuracy).*

- Understand and use perfect forms to emphasise that something happened or started before another event or point in time

Writing: *Can write clear, well-structured texts on complex subjects, developing and supporting viewpoints at length with appropriate organisation, register, and cohesive devices (Overall Written Production).*

- Produce extended written responses describing urban environments and issues
- Organise ideas logically using clear paragraphing and cohesive devices
- Develop arguments with supporting examples and justification
- Use an appropriate register for descriptive and analytical writing tasks
- Integrate complex grammatical structures and precise vocabulary effectively

Speaking: *Can express ideas fluently and spontaneously, developing arguments clearly and supporting them with relevant examples, while interacting effectively in extended discussions and presentations (Overall Spoken Interaction / Addressing Audiences).*

- Describe cities and city life
- Reinforce and exemplify a point
- Make a presentation

Vocabulary: *Has a good command of a broad lexical repertoire, allowing flexible and precise*

expression, including idiomatic usage and less common lexical items (Vocabulary Range).

- Use words to describe cities and city life
- Practise ways of emphasising and exaggerating
- Use verbs to describe recovery and change
- Understand and use certain binomials

Listening: Can understand extended speech on abstract and complex topics, identifying implicit meaning, speaker attitude, and relationships between speakers, even when delivered at natural speed (Overall Listening Comprehension / Understanding Interaction).

- Listen for general understanding and hear key phrases in a spoken context – *A Real Buzz About The Place*
- Listen for general understanding and hear key phrases in a spoken context – *Urban Myths*

Exam Focus:

- TIE Exam – Introduction to the TIE exam

Irish Culture:

- Questions About Ireland

Suggested Supplementary Material:

- *Inside Out Advanced – Unit 3*
- *Empower C1 – Unit 9*
- *English Vocabulary in Use Upper Intermediate – Unit 24/76*
- *Headway Pronunciation Upper Intermediate – Unit 1*
- *Irish Culture Book 1/2 - Unit 1*

C1 Course Plan – Week 2

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 2	Relationships	Difference uses of <i>would</i>	Talking about friendships, impressions, relationships	Outcomes Advanced Unit 2 P.14

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand a wide range of demanding texts, recognising implicit meaning, attitude, and stance, while identifying both overall purpose and significant supporting detail (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for specific information and learn chunks of language – *From Cupid To Computer*

Pronunciation *Can vary intonation and place sentence stress appropriately in order to express finer shades of meaning, including attitude, politeness, and interpersonal stance (Phonological Control).*

- Use intonation to convey attitudes when describing people and relationships
- Apply stress to emphasise key descriptive and evaluative language
- Recognise shifts in tone indicating uncertainty, politeness, or judgement
- Use rhythm and connected speech features to improve fluency
- Adjust pronunciation to support clarity in extended interpersonal communication

Grammar: *Consistently maintains a high degree of grammatical accuracy, using a wide range of structures flexibly to express nuanced meanings and interpersonal stance (Grammatical Accuracy).*

- Understand and use the different uses of *would*

Writing: *Can write clear, well-structured texts on complex subjects, organising information effectively and adapting register to suit purpose and audience (Overall Written Production).*

- Describe visual data (p150-151)

Speaking: *Can express ideas fluently and spontaneously, interacting effectively and using language flexibly for social purposes, including expressing impressions and attitudes (Overall Spoken Interaction / Conversation).*

- Talk about friendships and people they know
- Give their impression about people
- Discuss different ways to meet a partner
- Talk about relationships

Vocabulary: *Has a good command of a broad lexical repertoire, allowing gaps to be readily overcome with circumlocution, and demonstrating effective use of idiomatic expressions and collocations (Vocabulary Range).*

- Use words to describe people
- Understand and use phrasal verbs

- Practise chunks of language to describe relationships

Listening: *Can understand extended speech on abstract and complex topics, identifying implicit meaning, speaker attitudes, and relationships between speakers (Overall Listening Comprehension / Understanding Interaction).*

- Listen for general understanding and hear chunks of language in a listening context – *Get The Impression*
- Listen for general and specific understanding – *Mixed Messages*

Exam Focus:

- TIE Exam – Introduction to speaking part 1 - talking about yourself

Irish Culture:

- Irish Character & Relationships

Suggested Supplementary Material:

- *Keynote Advanced – Unit 8*
- *Empower C1 – Unit 7B*
- *English Vocabulary in Use Upper Intermediate – Unit 10*
- *Headway Pronunciation Upper Intermediate – Unit 2*
- *Irish Culture Book 2 - Unit 3*

C1 Course Plan – Week 3

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 3	Culture and Identity	Cleft sentences	Talking about cultures, generalisations, nationalities	Outcomes Advanced Unit 3 P. 24

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand in detail a wide range of lengthy, complex texts, identifying both explicit and implicit meaning, as well as attitudes and viewpoints (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for general and specific understanding and to summarise an introduction – *Foreign Objects*

Pronunciation: *Can vary intonation and sentence stress to express emphasis, contrast, and discourse focus effectively (Phonological Control).*

- Use stress and intonation to highlight key information in cleft structures
- Manipulate intonation to signal emphasis and contrast
- Recognise how pronunciation supports meaning in extended discourse
- Improve fluency through connected speech and natural rhythm
- Enhance clarity when presenting complex ideas

Grammar: *Can vary intonation and sentence stress to express emphasis, contrast, and discourse focus effectively (Phonological Control).*

- Understand and use cleft sentences

Writing: *Can write clear, well-structured texts, presenting complex ideas with clarity, coherence, and appropriate register (Overall Written Production).*

- Produce structured written responses on cultural topics
- Present arguments clearly with supporting examples
- Use cohesive devices to organise ideas effectively
- Maintain appropriate register for formal and semi-formal writing

Speaking: *Can express ideas fluently and spontaneously, using language flexibly to discuss abstract topics and challenge viewpoints (Overall Spoken Interaction / Informal Discussion).*

- Talk about culture and society
- Use ways of challenging overgeneralisations
- Discuss household objects and how they reflect nationality and identity
- Present and discuss lists of important people

Vocabulary: *Has a good command of a broad lexical repertoire, including idiomatic and less common expressions, allowing precise and flexible communication (Vocabulary Range).*

- Use phrases connected with household objects
- Practise phrases using the word *thing*



Listening: *Can understand extended speech on abstract topics, identifying both explicit content*

and implicit meaning, including attitudes and relationships between speakers (Overall Listening Comprehension / Understanding Interaction).

- Listen for general and specific understanding and identify cleft sentences in context – *Things Are Different There*
- Listen for general and detailed understanding and listen for phrases with *thing*

Exam Focus:

- TIE Exam – Introduction to writing question 1 (unprescribed)

Irish Culture:

- Irish Culture & History

Suggested Supplementary Material:

- *Keynote Advanced – Unit 3*
- *English Vocabulary in Use Upper Intermediate – Unit 5/8/9/47*
- *Headway Pronunciation Upper Intermediate – Unit 3*
- *Irish Culture Book 1/2 - Unit 10*

C1 Course Plan – Week 4

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 4	Politics	Conditionals for past, present and future	Talking about politics, personal qualities, giving opinions	Outcomes Advanced Unit 4 P.32

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand in detail a wide range of lengthy, complex texts, identifying implicit meaning, attitudes, and viewpoints, and recognising how arguments are structured (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for general and specific information and to discover language in the context of an article – *Symbol of Democracy is a Joke*
- Read for general and detailed understanding and respond personally to a text – *The Electoral System Swiss Style*

Pronunciation: *Can vary intonation and sentence stress to express evaluation, emphasis, and attitude, particularly in argumentative discourse (Phonological Control).*

- Use intonation to express agreement, disagreement, and scepticism
- Apply stress to highlight key arguments and contrasts
- Recognise tone shifts indicating irony or criticism
- Use rhythm and connected speech features to support fluency
- Improve clarity when presenting complex arguments

Grammar: *Consistently maintains a high degree of grammatical accuracy, using a wide range of conditional forms to express complex hypothetical and evaluative meanings (Grammatical Accuracy).*

- Understand and use conditional forms to talk about general truths as well as probable or imagined events now or in the future
- Understand and use conditional forms to talk about general past truths, imagined events in the past and present

Writing: *Can write clear, well-structured argumentative texts, presenting and supporting viewpoints with relevant examples and logical organisation (Overall Written Production).*

- Building an argument (p152-153)

Speaking: *Can express ideas fluently and spontaneously, developing arguments clearly and responding effectively to counter-arguments in discussion (Overall Spoken Interaction / Formal Discussion).*

- Talk about politics and politicians
- Use nouns to describe personal qualities
- Give their opinion on a subject

Vocabulary: *Has a good command of a broad lexical repertoire, including topic-specific and abstract vocabulary, allowing precise expression of complex ideas (Vocabulary Range).*

- Use phrases to express consequences
- Practise using descriptive verbs with distinctive patterns

- Use words connected with elections and politics

Listening: *Can understand extended speech on complex topics, identifying both explicit information and implicit attitudes, even in fast and natural delivery (Overall Listening Comprehension / Understanding Interaction).*

- Listen for general understanding and intensively for specific words – *I Don't Know Where I Stand*
- Listen and understand jokes
- Listen for general and specific information – *Cast Your Vote*

Exam Focus:

- TIE Exam – Introduction to speaking part 2 – talking about a book/news story

Irish Culture:

- Irish History On Film

Suggested Supplementary Material:

- *English Vocabulary in Use Upper Intermediate – Unit 8/36/40*
- *Headway Pronunciation Upper Intermediate – Unit 4*
- *Irish Culture Book 1 - Unit 11*

C1 Course Plan – Week 5

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 5	Going Out, Staying In	Noun Phrases	Talking about nights out, describing and reviewing books	Outcomes Advanced Unit 5 P.42

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand complex texts in detail, identifying both explicit content and implicit meaning, including evaluative language and writer perspective (Overall Reading Comprehension / Reading for Information and Argument).*

- Use a text to talk about tourism and tourist sites – *A Hidden Guide To London*

Pronunciation: *Can control intonation and stress to convey attitude, evaluation, and emphasis in descriptive and conversational contexts (Phonological Control).*

- Use stress and intonation to express evaluation and opinion
- Highlight key descriptive language through appropriate stress
- Recognise tone changes indicating enthusiasm or criticism
- Improve fluency through natural rhythm and connected speech
- Enhance clarity in extended spoken descriptions

Grammar: *Maintains a high degree of grammatical accuracy, using complex noun phrases to express detailed and nuanced meanings (Grammatical Accuracy).*

- Understand how to form and use noun phrases

Writing: *Can write clear, well-structured texts, presenting information and evaluation effectively with appropriate organisation and register (Overall Written Production).*

- Produce written reviews and descriptive texts
- Organise ideas logically using cohesive devices
- Express evaluation clearly with supporting detail
- Use an appropriate register for review writing

Speaking: *Can express ideas fluently and interact effectively in discussions, using language flexibly to evaluate experiences and respond to others (Overall Spoken Interaction / Conversation).*

- Talk about nights out
- Use short phrases used to comment on what people say
- Discuss their opinions of book clubs
- Describe different books they have read

Vocabulary: *Has a broad lexical repertoire, including idiomatic expressions and topic-specific vocabulary, allowing precise and flexible communication (Vocabulary Range).*

- Use phrases to talk about nights out
- Use nouns with *of*
- Use vocabulary and phrases associated with reviewing books

Listening: *Can understand extended spoken discourse on complex topics, identifying key*

information, attitudes, and relationships between speakers (Overall Listening Comprehension / Understanding Interaction).

- Listen for general understanding and specific phrases in a conversation – *I Bet That Was Fun*
- Listen for key information – *It Came Highly Recommended*

Exam Focus:

- TIE Exam – Introduction to writing part 2 (prescribed)

Irish Culture:

- Irish Literature

Suggested Supplementary Material:

- *English File Advanced – Unit 4B*
- *Empower C1 – Unit 4A*
- *Inside Out Advanced – Unit 4*
- *English Vocabulary in Use Upper Intermediate – Unit 18*
- *Headway Pronunciation Upper Intermediate – Unit 5*
- *Irish Culture Book 1 - Unit 9*

C1 Course Plan – Week 6

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 6	Conflict and Resolution	Wish, if only	Talk about arguments, conflict and resolution, debates	Outcomes Advanced Unit 6 P.50

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand in detail a wide range of lengthy, complex texts, identifying both explicit and implicit meaning, including attitudes and evaluative stance (Overall Reading Comprehension / Reading for Information and Argument).

- Read for specific understanding and find nouns that collocate with given adjectives in a text – *Peace To Defeat War Yet Again?*

Pronunciation: Can vary intonation and stress to express subtle shades of meaning, including disagreement, justification, and emotional stance (Phonological Control).

- Use intonation to signal disagreement, defence, and concession
- Apply stress to highlight key points in arguments
- Recognise tone shifts indicating irritation, irony, or persuasion
- Improve fluency through connected speech and natural rhythm
- Enhance clarity in extended argumentative discourse

Grammar: Maintains a high degree of grammatical accuracy, using complex structures to express hypothetical meaning, regret, and evaluation (Grammatical Accuracy).

- Understand how to use *wish* and *if only* to talk about things we want to be different

Writing: Can write clear, well-structured texts presenting evaluation and opinion, using appropriate organisation and register (Overall Written Production).

- Write a review (p154-155)

Speaking: Can express ideas fluently and spontaneously, interacting effectively in complex discussions and debates, and responding appropriately to opposing viewpoints (Overall Spoken Interaction / Formal Discussion).

- Talk about arguments
- Practise ways of defending and excusing themselves in an argument
- Participate in a debate

Vocabulary: Has a broad lexical repertoire, including idiomatic expressions and metaphorical language, enabling precise and flexible expression (Vocabulary Range).

- Use chunks of language used in an argument
- Use phrases connected with conflict and resolution
- Use certain extended metaphors

Listening: Can understand extended speech on complex and abstract topics, identifying implicit

meaning, attitudes, and interactional dynamics (Overall Listening Comprehension / Understanding Interaction).

- Listen for general understanding and specific understanding and to contextualise language used when defending and excusing in an argument – *Clear The Air*
- Listen for general understanding and specific understanding and contextualise noun phrases in a news story – *A War of Words*
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Introduction to speaking part 3 – an investigation

Irish Culture:

- Irish Myths & Legends

Suggested Supplementary Material:

- *English File Advanced – Unit 3B*
- *Keynote Advanced – Unit 3*
- *English Vocabulary in Use Upper Intermediate – Unit 40/48*
- *Headway Pronunciation Upper Intermediate – Unit 6*
- *Irish Culture Book 2 - Unit 6*

C1 Course Plan – Week 7

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 7	Science and Research	Passives	Talking about science and surprise and disbelief	Outcomes Advanced Unit 7 P. 60

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand complex texts in detail, identifying both explicit content and implicit meaning, including evaluation and stance (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for specific information and find and use words in a text – *Godzilla: All Roar and No Bite*

Pronunciation: *Can use intonation and stress effectively to express evaluation, surprise, and emphasis in extended discourse (Phonological Control).*

- Use intonation to express surprise and disbelief
- Apply stress to highlight key information and contrasts
- Recognise tone shifts indicating scepticism or emphasis
- Improve fluency through natural rhythm and connected speech
- Enhance clarity in extended spoken explanations

Grammar: *Maintains a high degree of grammatical accuracy, using passive structures flexibly to organise information and shift focus (Grammatical Accuracy).*

- Understand how to form and use passives to focus on who or what an action affects

Writing: *Can produce clear, well-structured texts, presenting complex information with clarity, coherence, and appropriate register (Overall Written Production).*

- Produce written responses on scientific topics
- Organise information logically using appropriate structure
- Present data and arguments clearly with supporting detail
- Use formal register and appropriate style
- Develop extended written responses with clarity and precision

Speaking: *Can express ideas fluently and spontaneously, discussing complex topics and responding appropriately to others in extended interaction (Overall Spoken Interaction / Informal Discussion).*

- Talk about science and scientists
- Express surprise and disbelief
- Discuss science fiction films
- Talk about statistics

Vocabulary: *Has a broad lexical repertoire, including topic-specific and abstract vocabulary, allowing precise expression of complex ideas (Vocabulary Range).*

- Use words and phrases to talk about science

- Use phrases connected with talking about statistics

Listening: *Can understand extended spoken discourse, identifying both explicit and implicit meaning, including attitudes and relationships between speakers (Overall Listening Comprehension / Understanding Interaction).*

- Listen to confirm predictions and take notes – *It's a Slippery Slope*
- Listen for general and detailed understanding – *Vital Statistics*

Exam Focus:

- TIE Exam – Writing a letter/email

Irish Culture:

- Science, Innovation & Business

Suggested Supplementary Material:

- *Inside Out Advanced – Unit 7*
- *Empower C1 – Unit 7A*
- *English Vocabulary in Use Upper Intermediate – Unit 32/49/50*
- *Headway Pronunciation Upper Intermediate – Unit 7*
- *Irish Culture Book 2 - Unit 4 (parts 1-3)*

C1 Course Plan – Week 8

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 8	Nature and Nurture	Auxiliary verbs	Talking about nature, animals, using compound adjectives	Outcomes Advanced Unit 8 Pg 68

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand complex texts in detail, identifying both explicit information and implicit meaning, including attitudes and viewpoints (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for specific detail and share information from a jigsaw reading activity – *Ships of the Gobi Desert*

Pronunciation: *Can vary intonation and stress to convey emphasis, contrast, and attitude effectively (Phonological Control).*

- Use stress and intonation to emphasise opinions
- Apply pronunciation features to enhance clarity and fluency
- Recognise tone changes indicating evaluation or emphasis
- Improve connected speech and rhythm
- Enhance intelligibility in extended discourse

Grammar: *Maintains a high degree of grammatical accuracy, using auxiliary verbs flexibly to express emphasis, agreement, and discourse meaning (Grammatical Accuracy).*

- Understand how to use auxiliary verbs

Writing: *Can write clear, well-structured texts explaining processes and presenting information logically (Overall Written Production).*

- Describe processes in writing (p156-157)

Speaking: *Can express ideas fluently and interact effectively in extended discussions, using language flexibly to express opinions and experiences (Overall Spoken Interaction / Conversation).*

- Share experiences of seeing animals in the wild
- Practise tags to emphasis opinions
- Talk about gender differences

Vocabulary: *Has a broad lexical repertoire, including descriptive and abstract vocabulary, enabling precise and flexible communication (Vocabulary Range).*

- Use words to describe scenery
- Use phrases used to talk about communicating
- Use phrases to talk about animals
- Practise compound adjectives

Listening: *Can understand extended speech on complex topics, identifying key information, implicit meaning, and speaker attitudes (Overall Listening Comprehension / Understanding Interaction).*

- Listen for general and specific information – *Absolutely Breathtaking*
- Listen and taking detailed notes – *Nature Not Nature*

Exam Focus:

- TIE Exam – Introduction to speaking part 4 – collaborative task

Irish Culture:

- Irish Weather

Suggested Supplementary Material:

- *Inside Out Advanced – Unit 10*
- *English File Advanced – Unit 9A*
- *English Vocabulary in Use Upper Intermediate – Unit 23/25/73*
- *Headway Pronunciation Upper Intermediate – Unit 8*
- *Irish Culture Book 1 - Unit 8*

C1 Course Plan – Week 9

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 9	Work	Continuous forms	Talking about working in an office, making deductions	Outcomes Advanced Unit 9 P. 78

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand complex texts in detail, identifying explicit and implicit meaning, including attitudes and viewpoints (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for general and specific understanding and work out meaning from context – The Living Dead

Pronunciation: *Can use intonation and stress to convey attitude, evaluation, and emphasis in extended discourse (Phonological Control).*

- Use stress to highlight key information
- Apply intonation to express evaluation and inference
- Recognise tone shifts indicating certainty or doubt
- Improve connected speech and fluency
- Enhance clarity in extended spoken discourse

Grammar: *Maintains a high degree of grammatical accuracy, using continuous forms flexibly to express aspect and nuance (Grammatical Accuracy).*

- Understand how to use all continuous forms

Writing: *Can produce clear, well-structured texts presenting complex ideas with coherence and appropriate register (Overall Written Production).*

- Produce written responses on workplace topics
- Organise ideas logically using cohesive devices
- Develop arguments and descriptions with supporting detail
- Use appropriate register for formal and semi-formal writing
- Maintain clarity and coherence in extended texts

Speaking: *Can express ideas fluently and spontaneously, discussing complex topics and making deductions using appropriate language (Overall Spoken Interaction / Informal Discussion).*

- Talk about working in an office
- Practise ways of making deductions
- Discuss work conditions around the globe

Vocabulary: *Has a broad lexical repertoire, including topic-specific and collocational language, enabling precise and flexible expression (Vocabulary Range).*

- Use words to describe roles and tasks at work
- Practise adverb-adjective collocations
- Use phrases to describe work and working conditions

Listening: Can understand extended spoken discourse, identifying both explicit and implicit meaning, including attitudes and relationships between speakers (Overall Listening Comprehension / Understanding Interaction).

- Listen for general understanding and take notes – *Show You the Ropes*
- Listen for general understanding – *Out of the Office*
- Listen for general and detailed understanding – *Working Conditions*

Exam Focus:

- TIE Exam – Writing about a news story

Irish Culture:

- English Spoken in Ireland

Suggested Supplementary Material:

- *Inside Out Advanced – Unit 10*
- *Keynote Advanced – Unit 8*
- *English File Advanced – Unit 1B*
- *Empower C1 - Unit 5B*
- *English Vocabulary in Use Upper Intermediate – Unit 15*
- *Headway Pronunciation Upper Intermediate – Unit 9*
- *Irish Culture Book 1 - Unit 7*

C1 Course Plan – Week 10

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 10	Health and Illness	Modal auxiliaries	Talking about doctors/medicine, using vague, language, negative feelings	Outcomes Advanced Unit 10 P.86

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand in detail a wide range of complex texts, identifying implicit meaning, attitudes, and how ideas are developed and supported (Overall Reading Comprehension / Reading for Information and Argument).*

- Read in order to take notes and use phrases and sentence starters to recall part of a story
– *East Meet West*

Pronunciation: *Can vary intonation and sentence stress to convey subtle shades of meaning, including uncertainty, concern, and evaluation (Phonological Control).*

- Use intonation to express uncertainty and concern
- Apply stress to highlight key information in explanations
- Recognise tone shifts indicating empathy or hesitation
- Improve fluency through connected speech

Grammar: *Maintains a high degree of grammatical accuracy, using modal auxiliaries flexibly to express degrees of certainty, obligation, and deduction (Grammatical Accuracy).*

- Understand how to use modal auxiliaries to add meaning

Writing: *Can write clear, well-structured texts, adapting register and tone appropriately to purpose and audience (Overall Written Production).*

- Write cover letters

Speaking: *Can express ideas fluently and spontaneously, using language flexibly to discuss sensitive topics and interact appropriately in extended discourse (Overall Spoken Interaction / Conversation)*

- Talk about visiting the doctor
- Use vague language to show that they cannot find a word or wish to avoid a complicated word
- Use a questionnaire to find out about negative feelings
- Talk about being a doctor

Vocabulary: *Has a broad lexical repertoire, including topic-specific and idiomatic expressions, enabling precise and flexible communication (Vocabulary Range).*

- Use chunks of language to describe operations
- Use phrases to describe actions involving mind and body

Listening: *Can understand extended speech on complex topics, identifying both explicit and implicit meaning, including attitudes and speaker relationships (Overall Listening Comprehension)*

/ Understanding Interaction).

- Listen for general understanding and for detail – *Under the Knife*
- Listen for general understanding and for phrases in context in a text - *Beside Manner*
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Speaking – Talking about yourself

Irish Culture:

- St Patrick

Suggested Supplementary Material:

- *English File Advanced – Unit 8A*
- *Empower C1 – Unit 8*
- *Keynote Advanced – Unit 9*
- *English Vocabulary in Use Upper Intermediate – Unit 27/28/29/41*
- *Headway Pronunciation Upper Intermediate – Unit 10*
- *Irish Culture Book 2 – Unit 11*

C1 Course Plan – Week 11

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 11	Play	Linking words	Talking about sport and games, expressing irony and humour, word games	Outcomes Advanced Unit 11 P. 96

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand complex texts in detail, identifying arguments, attitudes, and implicit meaning, including evaluative and persuasive language (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for general understanding and for main argument – *Pay To Play!*

Pronunciation: *Can use intonation and stress effectively to convey humour, irony, and subtle interpersonal meaning (Phonological Control).*

- Use intonation to express irony and humour
- Apply stress to highlight punchlines and key ideas
- Recognise tone shifts indicating sarcasm or playfulness
- Improve fluency through natural rhythm and connected speech
- Enhance clarity in expressive spoken discourse

Grammar: *Maintains a high degree of grammatical accuracy, using linking words and phrases to organise complex discourse coherently (Grammatical Accuracy).*

- Understand how to use linking words and phrases to describe games

Writing: *Can write well-structured texts, organising ideas clearly and using cohesive devices effectively (Overall Written Production).*

- Produce structured written responses on sport and leisure topics
- Use linking devices to organise ideas logically
- Develop arguments with supporting detail
- Maintain coherence and cohesion throughout
- Use appropriate register for the task

Speaking: *Can express ideas fluently and spontaneously, using language flexibly for social purposes, including humour and irony (Overall Spoken Interaction / Conversation).*

- Talk about sports they watch and do
- Practise ways of expressing irony and humour in conversations
- Play word games

Vocabulary: *Has a broad lexical repertoire, including idiomatic and colloquial expressions, enabling flexible and precise communication (Vocabulary Range).*

- Use phrases to describe sports and events
- Use words connected to gaming
- Practice tongue twisters and idioms that use alliteration

Listening: *Can understand extended spoken discourse, identifying key information, implicit meaning, and speaker attitudes (Overall Listening Comprehension / Understanding Interaction).*

- Listen for general understanding and to hear and complete extracts from sentences used in a listening context – *They Blew It*
- Listen for general and specific information – *Word Play*

Exam Focus:

- TIE Exam – Writing a letter

Irish Culture:

- Irish Sport

Suggested Supplementary Material:

- *Inside Out Advanced – Unit 4*
- *English Vocabulary in Use Upper Intermediate – Unit 17/59-68*
- *Headway Pronunciation Upper Intermediate – Unit 11*
- *Irish Culture Book 2 – Unit 2*

C1 Course Plan – Week 12

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 12	History	Dramatic inversion	Talking about history/historical events, discussing, arguments and theories	Outcomes Advanced Unit 12 P. 104

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand in detail a wide range of complex texts, identifying both explicit and implicit meaning, including attitudes and viewpoints (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for general and detailed understanding and work out meaning of words in context – *The Dancing Plague*
- Read and make notes on a text and complete a jigsaw activity – *The Assassination of JFK/Stonehenge*

Pronunciation: *Can vary intonation and stress to convey emphasis, contrast, and formal tone effectively (Phonological Control).*

- Use stress and intonation to emphasise key information
- Apply formal tone in presentations
- Recognise tone shifts indicating evaluation or emphasis
- Improve fluency through connected speech
- Enhance clarity in extended discourse

Grammar: *Maintains a high degree of grammatical accuracy, using inversion and complex structures to achieve emphasis and stylistic effect (Grammatical Accuracy).*

- Understand how to use dramatic inversion

Writing: *Can write clear, well-structured texts on complex topics, presenting arguments and information with clarity and coherence (Overall Written Production).*

- Write a magazine article

Speaking: *Can express ideas fluently and present complex information clearly, supporting viewpoints with relevant detail (Overall Spoken Interaction / Addressing Audiences).*

- Talk about historical significant events
- Use contextualised questions in conversations
- Make a presentation about history
- Discuss historical figures and using lexis and structures from the topic

Vocabulary: *Has a broad lexical repertoire, including abstract and descriptive language, enabling precise and flexible expression (Vocabulary Range).*

- Use phrases to describe personal histories
- Understand and use certain similes
- Use phrases to describe historical events

- Practise phrases used when discussing arguments and theories

Listening: *Can understand extended spoken discourse, identifying key information, implicit meaning, and speaker attitudes (Overall Listening Comprehension / Understanding Interaction).*

- Predict the content of a listening text and listen for key information – *A Remarkable Life*
- Listen to a presentation and notice how it is structured and organised – *Presenting History*
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Speaking – Planning an investigation

Irish Culture:

- Irish Culture & History

Suggested Supplementary Material:

- *English File Advanced – Unit 3B*
- *Empower C1 - Unit 10A*
- *English Vocabulary in Use Upper Intermediate – Unit 40/96*
- *Headway Pronunciation Upper Intermediate – Unit 12*
- *Irish Culture Book 1/2 – Unit 10*

C1 Course Plan – Week 13

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 13	News and the Media	Patterns after reporting verbs	Talking about news stories, use rhetorical questions, discuss the paparazzi	Outcomes Advanced Unit 13 P. 114

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand complex texts in detail, identifying arguments, attitudes, and implicit meaning, including bias and perspective (Overall Reading Comprehension / Reading for Information and Argument).*

- Read and respond to a text and work out where missing extracts belong in a text – *Paps They're Not So Bad*

Pronunciation: *Can use intonation and stress effectively to express attitude, evaluation, and rhetorical effect (Phonological Control).*

- Use intonation to express opinion and emphasis
- Apply stress to highlight rhetorical questions
- Recognise tone shifts indicating bias or stance
- Improve fluency through connected speech
- Enhance clarity in extended discourse

Grammar: *Maintains a high degree of grammatical accuracy, using reporting structures flexibly to convey information and perspective (Grammatical Accuracy).*

- Understand how to recognise patterns used after reporting verbs

Writing: *Can write clear, well-structured texts, presenting information and opinion with clarity and appropriate register (Overall Written Production).*

- Produce written responses on media topics
- Organise ideas logically using cohesive devices
- Present arguments with supporting detail
- Use appropriate register and tone

Speaking: *Can express ideas fluently and spontaneously, discussing complex issues and using rhetorical strategies effectively (Overall Spoken Interaction / Conversation).*

- Talk about a significant news story and their attitude to news stories
- Use rhetorical questions and common opinions
- Discuss celebrity news and the paparazzi
- Talk about the news

Vocabulary: *Has a broad lexical repertoire, including idiomatic and topic-specific language, enabling precise and flexible communication (Vocabulary Range).*

- Understand the language used in newspaper headlines
- Understand how to recognise and use common sayings

Listening: *Can understand extended spoken discourse, identifying key information, implicit meaning, and speaker attitudes (Overall Listening Comprehension / Understanding Interaction).*

- Listen for general and specific understanding and for chunks of language in a text – *In The Headlines*
- Listen for general and specific understanding – *On The Hour, Every Hour*

Exam Focus:

- TIE Exam – Writing about a book they have read

Irish Culture:

- Irish Film

Suggested Supplementary Material:

- *English File Advanced – Unit 4B*
- *Inside Out Advanced – Unit 8*
- *English Vocabulary in Use Upper Intermediate – Unit 35*
- *Headway Pronunciation Upper Intermediate – Unit 1*
- *Irish Culture Book 2 – Unit 9*

C1 Course Plan – Week 14

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 14	Business and Economics	Defining and non-defining relative clauses	Talking about buying and investing, doing business, small talk	Outcomes Advanced Unit 14 P. 122

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand complex texts in detail, identifying arguments, attitudes, and implicit meaning, including evaluative and persuasive elements (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for general and specific information – *Jailing of Icelandic Bankers Shows Need To Put People First*

Pronunciation: *Can use intonation and stress to convey emphasis, evaluation, and professionalism in discourse (Phonological Control).*

- Use stress to highlight key information
- Apply intonation to express evaluation
- Recognise tone shifts in professional contexts
- Improve fluency through connected speech
- Enhance clarity in extended discourse

Grammar: *Maintains a high degree of grammatical accuracy, using relative clauses flexibly to add detail and precision (Grammatical Accuracy).*

- Fully understand how to use defining and non-defining relative clauses

Writing: *Can write clear, well-structured texts, presenting complex information and arguments with clarity and appropriate register (Overall Written Production).*

- Write in order to apply for funding

Speaking: *Can express ideas fluently and interact effectively in professional contexts, using language flexibly and appropriately (Overall Spoken Interaction / Formal Discussion).*

- Talk about buying things at auction and investing money
- Talk about running a business
- Use small talk in business contexts

Vocabulary: *Has a broad lexical repertoire, including specialised vocabulary and loanwords, enabling precise and flexible communication (Vocabulary Range).*

- Use words to describe how business is going
- Practise loanwords from other languages
- Use vocabulary associated with business situations

Listening: *Can understand extended spoken discourse, identifying key information, implicit meaning, and speaker attitudes (Overall Listening Comprehension / Understanding Interaction).*

- Listen for general understanding and for chunks of language in a text – *Business Matters*
- Listen for general understanding and to practise taking minutes – *On The Hour, Every Hour*

Exam Focus:

- TIE Exam – Speaking – A collaborative task

Irish Culture:

- Science, Innovation & Business

Suggested Supplementary Material:

- *English File Advanced – Unit 5B*
- *Keynote Advanced – Unit 8*
- *Inside Out Advanced – Unit 5*
- *English Vocabulary in Use Upper Intermediate – Unit 15/16*
- *Headway Pronunciation Upper Intermediate – Unit 1*
- *Irish Culture Book 2 – Unit 4 (part 4)*

C1 Course Plan – Week 15

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 15	Trends	Prepositions with adjectives, nouns and verbs	Talking about fashion, music, trends, backtracking, defining oneself	Outcomes Advanced Unit 15 P. 132

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand complex texts in detail, identifying arguments, attitudes, and implicit meaning (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for general and specific information – *All Things Must Pass*

Pronunciation: *Can use intonation and stress effectively to express evaluation, identity, and stance (Phonological Control).*

- Use stress to highlight key ideas
- Apply intonation to express attitude and evaluation
- Recognise tone shifts indicating stance
- Improve fluency through connected speech
- Enhance clarity in extended discourse

Grammar: *Maintains a high degree of grammatical accuracy, using prepositional patterns flexibly and accurately (Grammatical Accuracy).*

- Fully understand how to use prepositions with adjectives, nouns, short phrases and when a verb follows a preposition

Writing: *Can write clear, well-structured texts, presenting ideas and arguments with clarity and coherence (Overall Written Production).*

- Produce structured written responses on trends and identity
- Organise ideas logically
- Use cohesive devices effectively
- Develop arguments with supporting detail
- Maintain appropriate register

Speaking: *Can express ideas fluently and spontaneously, discussing abstract topics and expressing identity and opinion clearly (Overall Spoken Interaction / Informal Discussion).*

- Talk about fashion, music and social trends
- Practise ways of backtracking and correcting
- Discuss the fashion industry
- Practise ways of defining themselves

Vocabulary: *Has a broad lexical repertoire, enabling precise and flexible expression of abstract and personal ideas (Vocabulary Range).*

- Use words and phrases to talk about style and fashion
- Practise and use snowclones
- Practise word forms and word families

Listening: Can understand extended spoken discourse, identifying key information, implicit meaning, and speaker attitudes (Overall Listening Comprehension / Understanding Interaction).

- Listen for gist and discover the meaning of expressions in a text – *In Style*
- Listen for general and specific detail – *Model Behaviour*

Exam Focus:

- TIE Exam – Writing a review

Irish Culture:

- Traditional Irish Music

Suggested Supplementary Material:

- *Keynote Advanced – Unit 2*
- *English Vocabulary in Use Upper Intermediate – Unit 26*
- *Headway Pronunciation Upper Intermediate – Unit 2*
- *Irish Culture Book 1 – Unit 4*

C1 Course Plan – Week 16

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 16	Danger and Risk	Future forms	Talking about risk, accidents and injuries, digital technology	Outcomes Advanced Unit 16 P. 140

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand a wide range of demanding texts, recognising implicit meaning, attitudes, and viewpoints across different contexts (Overall Reading Comprehension / Reading for Information and Argument).

- Read for general understanding – *Woman Loses Seagull Compensation Case*
- Read for general and specific understanding and respond to information and opinions in a text – *Seagull Attack Compensation Bid Symptom of our Scared Victim Culture*

Pronunciation: Can control phonological features to express subtle meaning, attitude, and emphasis consistently (Phonological Control).

- Consolidate control of stress and intonation
- Improve fluency and natural rhythm
- Refine pronunciation for clarity and precision
- Apply pronunciation strategies across contexts
- Enhance intelligibility in extended discourse

Grammar: Consistently maintains a high degree of grammatical accuracy, demonstrating control of a wide range of complex structures (Grammatical Accuracy).

- Fully understand how to use various verb and noun structures to talk about the future

Writing: Can write clear, well-structured texts on complex topics, demonstrating control of organisation, register, and argumentation (Overall Written Production).

- Write in order to give information

Speaking: Can express ideas fluently and spontaneously, interacting effectively across a wide range of topics and contexts (Overall Spoken Interaction / Conversation).

- Talk about risk taking and risk aversion
- Describe accidents and injuries
- Use ways of interjections to express emotions or show they want people to do something
- Talk about digital technology

Vocabulary: Has a broad lexical repertoire allowing precise, flexible, and effective communication across contexts (Vocabulary Range).

- Use words and phrases to describe accidents and injuries
- Use words to describe laws and regulations
- Understand and use of synonyms and how they collate differently

Listening: Can understand extended speech on complex topics, identifying implicit meaning, attitudes, and relationships between speakers (Overall Listening Comprehension / Understanding Interaction).

- Listen for general and specific understanding and work out the meaning of words and phrases in context – *Accident Prone*
- Listen for specific information and to take notes – *Ignore at your Peril*

Exam Focus:

- TIE Exam – Talking about a news story

Irish Culture:

- How Irish Move

Suggested Supplementary Material:

- *Keynote Advanced – Unit 10*
- *English File Advanced – Unit 6A*
- *English Vocabulary in Use Upper Intermediate – Unit 64*
- *Headway Pronunciation Upper Intermediate – Unit 3*
- *Irish Culture Book 2 – Unit 8*

C1 Course Plan – Week 17

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 17	Speculation and deduction; sounds and the human voice; books and films; describing texts; adding emphasis; consonant clusters; sounds and spelling /ɔ: /	Speculation and deduction; inversion for emphasis	Interpreting implied meaning; evaluating texts and performances; developing and supporting viewpoints in discussion	New English File Advanced Unit 4 P. 4

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand a wide range of demanding texts, recognising implicit meaning, attitude, stance, and finer shades of opinion, while identifying both overall purpose and detailed supporting information (Overall Reading Comprehension / Reading for Information and Argument).*

- Analyse texts on sound, voice, books, and films for explicit content, implied meaning, and writer stance
- Identify how arguments, reviews, and descriptive texts are structured and developed
- Infer attitude, mood, and intention from contextual, grammatical, and lexical clues
- Distinguish between factual description and evaluative commentary in cultural and descriptive texts
- Synthesize key points from extended texts in order to support spoken interpretation and response

NEF Advanced Unit 4 Reading a–e

Pronunciation: *Can vary intonation and place sentence stress correctly in order to express finer shades of meaning, including emphasis, evaluation, and contrast (Phonological Control).*

- Produce consonant clusters clearly and accurately in connected speech
- Discriminate and produce /ɔ: / accurately in high-frequency lexical items connected to the unit topic
- Use sentence stress and intonation to mark emphasis, contrast, and speaker attitude
- Adjust stress placement to support speculative and evaluative meaning in extended spoken discourse
- Improve intelligibility and fluency when discussing cultural topics and giving opinions

NEF Advanced Unit 4 Pronunciation a–c

Grammar: *Can maintain a consistently high degree of grammatical accuracy, using complex structures flexibly to express nuanced meanings such as likelihood, deduction, emphasis, and rhetorical effect (Grammatical Accuracy).*

- Use modal and related structures for speculation and deduction with precision and appropriate degree of certainty
- Distinguish between stronger and weaker interpretations when expressing inference about

- people, situations, and events
- Use inversion accurately to add emphasis and stylistic force in formal and semi-formal discourse
- Manipulate emphatic structures to foreground significant information and strengthen argumentation
- Apply complex grammatical patterns accurately in both interpretive discussion and extended response

NEF Advanced Unit 4 Grammar a–d

Writing: *Can write clear, well-structured texts on complex subjects, developing and supporting viewpoints with relevant detail, effective organisation, and appropriate register (Overall Written Production / Reports and Essays / Creative Writing).*

- Produce well-organised descriptive and evaluative writing on books, films, sounds, or related cultural topics
- Develop a sustained written response with clear paragraphing, logical progression, and appropriate cohesion
- Use descriptive detail and evaluative language to create an assured, reader-aware text
- Support interpretations and opinions with relevant examples and justification
- Apply accurate punctuation, spelling, and structure in extended written production

NEF Advanced Unit 4 Writing a–c

Speaking: *Can express ideas and opinions fluently and precisely, presenting and responding to complex lines of argument while sustaining coherent, well-developed spoken contributions (Overall Spoken Interaction / Overall Spoken Production / Informal Discussion).*

- Develop extended spoken responses interpreting sounds, voices, books, and films with precision
- Express and justify evaluations of texts, performances, and cultural products using nuanced language
- Use speculative language to interpret situations, motives, and likely meanings
- Take an active part in discussion by entering appropriately, maintaining a turn, and responding to others' contributions
- Present clear, developed viewpoints supported by relevant detail and coherent organisation

NEF Advanced Unit 4 Speaking a–h

Vocabulary: *Has a good command of a broad lexical repertoire, allowing precise and flexible expression of description, evaluation, and interpretation, including idiomatic and topic-specific language (Vocabulary Range).*

- Use a wide range of vocabulary related to sounds, the human voice, books, films, and interpretation
- Select precise descriptive and evaluative lexis to discuss style, impact, and response
- Use idiomatic and semi-idiomatic expressions appropriately when discussing cultural experience
- Extend lexical control through topic-based collocation and nuanced word choice
- Use vocabulary flexibly in both speculative discussion and descriptive writing

NEF Advanced Unit 4 Vocabulary a–c

Listening: *Can understand extended spoken discourse on abstract and complex topics, following implied relationships and identifying speaker attitude, intention, and finer points of meaning, even where structure is not fully explicit (Overall Listening Comprehension / Understanding Interaction Between Native Speakers / Listening to Audio Media and Recordings).*

- Interpret extended listening texts for overall meaning, implied relationships, and speaker stance
- Identify finer points of detail, including attitude, register shift, and interpersonal meaning
- Follow complex interactions between speakers discussing abstract or interpretive topics
- Take detailed notes from extended listening where key ideas and supporting information

must be retained accurately

- Use listening evidence to support subsequent spoken interpretation, discussion, and evaluation

NEF Advanced Unit 4 Listening a–g

Exam Focus:

- TIE Exam – Writing a report

Irish Culture:

- Questions about Ireland

Suggested Supplementary Material:

- *Cutting Edge Advanced – Module 5*
- *Inside Out Advanced – Unit 6*
- *Advanced Expert CAE – Unit 1A*
- *English Vocabulary in Use Upper Intermediate – Unit 14*
- *English Pronunciation in Use Intermediate – Unit 21-26*
- *Irish Culture Book 1/2 – Unit 1*

C1 Course Plan – Week 18

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 18	Risk; decision-making; extreme situations; survival; collocations with risk; expressions of probability	Conditionals (advanced use; mixed conditionals; alternatives to <i>if</i>)	Evaluating risk; decision-making under pressure; expressing hypothetical reasoning	New English File Advanced Unit 5 P. 14

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand a wide range of demanding texts, recognising implicit meaning, attitude, stance, and finer shades of opinion, while identifying both overall purpose and detailed supporting information (Overall Reading Comprehension / Reading for Information and Argument).

- Analyse texts on risk and survival for implicit meaning, stance, and underlying assumptions
- Identify how arguments and narratives are structured to influence reader interpretation
- Infer attitudes towards risk-taking, danger, and decision-making from context
- Distinguish between hypothetical scenarios and factual reporting
- Synthesise information across texts to evaluate differing perspectives

NEF Advanced Unit 5 Reading a–d

Pronunciation: Can vary intonation and place sentence stress correctly in order to express finer shades of meaning, including emphasis, contrast, and speaker stance (Phonological Control).

- Use intonation to signal uncertainty, probability, and evaluation
- Apply stress to highlight key information in hypothetical reasoning
- Produce connected speech fluently in extended responses
- Adjust rhythm and stress to support conditional meaning
- Enhance clarity and intelligibility in complex spoken discourse

NEF Advanced Unit 5 Pronunciation a–c

Grammar: Can maintain a consistently high degree of grammatical accuracy, using complex conditional structures flexibly to express nuanced hypothetical and evaluative meanings (Grammatical Accuracy).

- Use mixed conditionals to express complex time relationships
- Manipulate alternative conditional structures beyond *if* (e.g. inversion, provided that, otherwise)
- Express nuanced probability and consequence in hypothetical scenarios
- Distinguish between real, unreal, and mixed conditions with precision
- Apply conditional structures accurately in extended spoken and written discourse

NEF Advanced Unit 5 Grammar a–d

Writing: Can write clear, well-structured texts on complex subjects, presenting hypothetical scenarios and arguments with clarity, coherence, and appropriate register (Overall Written Production / Reports and Essays).

- Produce structured argumentative or discursive writing on risk-related topics

- Develop hypothetical scenarios using appropriate conditional structures
- Organise ideas logically with effective cohesion
- Support viewpoints with relevant examples and justification
- Maintain appropriate register and clarity throughout extended writing

NEF Advanced Unit 5 Writing a–c

Speaking: *Can express ideas fluently and precisely, developing and responding to complex lines of argument, and sustaining coherent spoken contributions in extended interaction (Overall Spoken Interaction / Informal Discussion).*

- Evaluate and discuss risk scenarios using precise and flexible language
- Express and justify opinions on decision-making and consequences
- Use conditional language to speculate and hypothesise effectively
- Engage in extended discussion, responding critically to others' viewpoints
- Maintain fluency and coherence in complex interaction

NEF Advanced Unit 5 Speaking a–h

Vocabulary: *Has a good command of a broad lexical repertoire, allowing precise and flexible expression of abstract concepts such as risk, probability, and consequence (Vocabulary Range).*

- Use collocations related to risk, danger, and decision-making
- Select precise lexical items to express probability and uncertainty
- Use idiomatic expressions appropriately in discussion of risk
- Extend lexical range through collocation and contextual usage
- Apply vocabulary flexibly in both spoken and written contexts

NEF Advanced Unit 5 Vocabulary a–c

Listening: *Can understand extended spoken discourse on complex and abstract topics, identifying implicit meaning, speaker attitude, and relationships between ideas (Overall Listening Comprehension / Understanding Interaction).*

- Interpret extended listening texts involving risk and decision-making
- Identify speaker attitude, stance, and implied meaning
- Follow complex reasoning and hypothetical argumentation
- Extract detailed information and supporting points
- Use listening input to inform discussion and evaluation

NEF Advanced Unit 5 Listening a–g

Exam Focus:

- TIE Exam – Talking about a book

Irish Culture

- Irish Weather

Suggested Supplementary Material:

- *Cutting Edge Advanced – Module 4*
- *Keynote Advanced – Unit 6*
- *Empower C1 _ Unit 3B*
- *English File Advanced – Unit 9A*
- *Landmark Advanced – Unit 4*
- *Advanced Expert CAE – Unit 6A*
- *English Vocabulary in Use Upper Intermediate – Unit 25/27*
- *English Pronunciation in Use Intermediate – Unit 22/25*
- *Irish Culture Book 1 – Unit 8*

C1 Course Plan – Week 19

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 19	Technology; future developments; innovation; digital life; technology collocations	Future forms (advanced use; future in the past; prediction and probability)	Evaluating technological impact; predicting outcomes; critical thinking	New English File Advanced Unit 6 P. 24

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand complex texts in detail, recognising implicit meaning, attitude, and how arguments are developed across extended discourse (Overall Reading Comprehension / Reading for Information and Argument).

- Analyse texts on technology and innovation for argument structure and stance
- Infer attitudes towards technological change and its implications
- Identify how predictions and evaluations are constructed
- Interpret nuanced vocabulary related to digital and future contexts
- Evaluate contrasting perspectives on technology

NEF Advanced Unit 6 Reading a–d

Pronunciation: Can control intonation and sentence stress to express subtle shades of meaning, including prediction, certainty, and evaluation (Phonological Control).

- Use intonation to express prediction and uncertainty
- Apply stress to highlight key information in future-oriented discourse
- Produce connected speech fluently in extended turns
- Adjust rhythm to support clarity in complex explanations
- Enhance intelligibility in extended spoken interaction

NEF Advanced Unit 6 Pronunciation a–c

Grammar: Can maintain a high degree of grammatical accuracy, using a range of future forms flexibly to express prediction, intention, and probability (Grammatical Accuracy).

- Use multiple future forms to express prediction and intention
- Distinguish between degrees of certainty in future reference
- Use future in the past appropriately in narrative contexts
- Manipulate forms to express speculation and likelihood
- Apply structures accurately in extended discourse

NEF Advanced Unit 6 Grammar a–d

Writing: Can write well-structured texts presenting complex ideas about future developments, using appropriate organisation and register (Overall Written Production).

- Produce structured writing on future trends and technology
- Develop predictions supported by reasoning and evidence
- Organise ideas logically with cohesive devices
- Maintain clarity and appropriate register
- Support arguments with relevant examples

NEF Advanced Unit 6 Writing a–c

Speaking: Can express ideas fluently and spontaneously, discussing abstract topics and responding effectively in extended interaction (Overall Spoken Interaction / Informal Discussion).

- Discuss technological developments and their implications
- Express predictions and justify viewpoints
- Evaluate advantages and disadvantages of innovation
- Respond critically to others' contributions
- Maintain coherent and extended interaction

NEF Advanced Unit 6 Speaking a–h

Vocabulary: *Has a broad lexical repertoire enabling precise and flexible expression of abstract and topic-specific ideas (Vocabulary Range).*

- Use vocabulary related to technology and innovation
- Employ collocations and lexical patterns accurately
- Select precise language to express evaluation and prediction
- Expand lexical range through contextual usage
- Use vocabulary flexibly in discussion and writing

NEF Advanced Unit 6 Vocabulary a–c

Listening: *Can understand extended speech on complex topics, identifying both explicit content and implicit meaning, including speaker attitude and intention (Overall Listening Comprehension / Understanding Interaction).*

- Interpret extended listening texts on technology
- Identify speaker stance and implied meaning
- Follow complex argumentation and reasoning
- Extract detailed information accurately
- Use listening input to support discussion and evaluation

NEF Advanced Unit 6 Listening a–g

Exam Focus:

- TIE Exam – Writing about a book you have read

Irish Culture:

- Irish Character & Relationships

Suggested Supplementary Material:

- *Cutting Edge Advanced – Module 9*
- *English File Advanced – Unit 6B*
- *Landmark Advanced – Unit 2*
- *Advanced Expert CAE – Unit 8A*
- *Inside Out Advanced – Unit 7*
- *English Vocabulary in Use Upper Intermediate – Unit 32-33*
- *English Pronunciation in Use Intermediate – Unit 10*
- *Irish Culture Book 2 – Unit 3*

C1 Course Plan – Week 20

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 20	Crime; justice; law; punishment; legal terminology	Passive structures (advanced use; reporting and formal style)	Evaluating justice systems; expressing opinion; analysing arguments	New English File Advanced Unit 7 P.64

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand demanding texts in detail, recognising implicit meaning, attitude, and complex argumentation (Overall Reading Comprehension / Reading for Information and Argument).*

- Analyse texts on crime and justice for structure and argument
- Infer attitudes towards legal systems and punishment
- Identify bias and evaluative stance
- Interpret formal and semi-formal language
- Evaluate differing perspectives critically

NEF Advanced Unit 7 Reading a–d

Pronunciation: *Can use intonation and stress effectively to convey evaluation, emphasis, and stance in formal discourse (Phonological Control).*

- Use stress to highlight key information
- Apply intonation to express evaluation and judgement
- Improve clarity in formal spoken discourse
- Produce connected speech fluently
- Enhance intelligibility in extended responses

NEF Advanced Unit 7 Pronunciation a–c

Grammar: *Can maintain a high degree of grammatical accuracy, using passive structures flexibly to organise information and express formal meaning (Grammatical Accuracy).*

- Use passive structures to focus on processes and outcomes
- Manipulate passives in formal and reporting contexts
- Use passive constructions to avoid or obscure agents
- Integrate passive forms into extended discourse
- Maintain accuracy and flexibility

NEF Advanced Unit 7 Grammar a–d

Writing: *Can write clear, well-structured texts presenting arguments and evaluations with appropriate organisation and register (Overall Written Production).*

- Produce structured argumentative writing on crime and justice
- Present balanced viewpoints supported by evidence
- Organise ideas logically using cohesive devices
- Maintain formal register
- Develop clear and coherent written arguments

NEF Advanced Unit 7 Writing a–c

Speaking: *Can express ideas fluently and precisely, developing arguments and responding to opposing viewpoints effectively (Overall Spoken Interaction / Formal Discussion).*

- Discuss crime and justice issues in depth
- Express and justify opinions clearly

- Respond critically to opposing arguments
- Use formal discussion strategies
- Maintain coherent extended interaction

NEF Advanced Unit 7 Speaking a–h

Vocabulary: *Has a broad lexical repertoire allowing precise expression of abstract and specialised topics (Vocabulary Range).*

- Use vocabulary related to crime, law, and justice
- Employ formal and semi-formal lexical items accurately
- Use collocations related to legal contexts
- Select precise vocabulary for argumentation
- Expand lexical range through contextual usage

NEF Advanced Unit 7 Vocabulary a–c

Listening: *Can understand extended spoken discourse on complex topics, identifying implicit meaning and speaker attitude (Overall Listening Comprehension / Understanding Interaction).*

- Interpret extended listening texts on crime and justice
- Identify speaker stance and implied meaning
- Follow complex argumentation
- Extract detailed information
- Use listening input to support evaluation

NEF Advanced Unit 7 Listening a–g

Exam Focus:

- TIE Exam – Working on an investigation

Irish Culture:

- Irish Food

Suggested Supplementary Material:

- *Empower C1 _ Unit 8C*
- *Landmark Advanced – Unit 6*
- *Advanced Expert CAE – Unit 7A*
- *English Vocabulary in Use Upper Intermediate – Unit 38*
- *English Pronunciation in Use Intermediate – Unit 18*
- *Irish Culture Book 2 – Unit 2*

C1 Course Plan – Week 21

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 21	Psychology; behaviour; personality; emotions; descriptive language	Gerunds and infinitives (advanced patterns and meaning differences)	Self-reflection; analysing behaviour; expressing complex ideas	New English File Advanced Unit 8 P. 74

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand complex texts in detail, recognising implicit meaning, attitude, and how ideas are developed (Overall Reading Comprehension / Reading for Information and Argument).

- Analyse texts on psychology and behaviour for key ideas and stance
- Infer attitudes and underlying assumptions
- Identify how arguments are structured and developed
- Interpret nuanced descriptive language
- Evaluate perspectives on human behaviour

NEF Advanced Unit 8 Reading a–d

Pronunciation: Can vary intonation and stress to express subtle shades of meaning, including attitude, evaluation, and emphasis (Phonological Control).

- Use intonation to express evaluation and attitude
- Apply stress to highlight key information
- Improve fluency through connected speech
- Adjust rhythm for clarity in extended discourse
- Enhance intelligibility

NEF Advanced Unit 8 Pronunciation a–c

Grammar: Can maintain a high degree of grammatical accuracy, using gerunds and infinitives flexibly to express nuanced meaning (Grammatical Accuracy).

- Use gerunds and infinitives accurately in complex structures
- Distinguish meaning changes between forms
- Apply patterns in extended discourse
- Avoid common errors
- Maintain precision and flexibility

NEF Advanced Unit 8 Grammar a–d

Writing: Can write clear, well-structured texts presenting complex ideas with coherence and appropriate register (Overall Written Production).

- Produce structured writing on psychological topics
- Develop arguments and reflections clearly
- Use cohesive devices effectively
- Maintain appropriate register
- Support ideas with relevant detail

NEF Advanced Unit 8 Writing a–c

Speaking: Can express ideas fluently and spontaneously, discussing abstract topics and

responding effectively in extended interaction (Overall Spoken Interaction / Informal Discussion).

- Discuss personality and behaviour in depth
- Express and justify opinions
- Reflect on personal and general experiences
- Respond critically to others
- Maintain extended interaction

NEF Advanced Unit 8 Speaking a–h

Vocabulary: Has a broad lexical repertoire allowing precise and flexible expression of abstract and descriptive ideas (Vocabulary Range).

- Use vocabulary related to psychology and behaviour
- Employ descriptive and evaluative language
- Use collocations accurately
- Expand lexical range through context
- Apply vocabulary flexibly

NEF Advanced Unit 8 Vocabulary a–c

Listening: Can understand extended spoken discourse, identifying both explicit and implicit meaning, including speaker attitude and intention (Overall Listening Comprehension / Understanding Interaction).

- Interpret extended listening texts on behaviour and psychology
- Identify speaker stance and implied meaning
- Follow complex explanations
- Extract detailed information
- Use listening to support discussion

NEF Advanced Unit 8 Listening a–g

Exam Focus:

- TIE Exam – Writing about a news story

Irish Culture:

- Irish Literature

Suggested Supplementary Material:

- *Landmark Advanced – Unit 17*
- *English File Advanced – Unit 7B*
- *Keynote Advanced – Unit 7*
- *Cutting Edge Advanced – Module 4*
- *Inside Out Advanced – Unit 6*
- *Advanced Expert – Unit 4*
- *English Pronunciation in Use – Unit 30/31*
- *Irish Culture Book 1 – Unit 9*

C1 Course Plan – Week 22

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 22	Work and business; careers; workplace dynamics; professional communication; business collocations	Reported speech (advanced patterns; reporting verbs; stance)	Professional communication; evaluating workplace situations; reporting information accurately	New English File Advanced Unit 9 P. 84

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand a wide range of demanding texts, recognising implicit meaning, attitude, stance, and finer shades of opinion, while identifying both overall purpose and detailed supporting information (Overall Reading Comprehension / Reading for Information and Argument).*

- Analyse texts on work and business for argument structure, stance, and implied meaning
- Identify how opinions and reported viewpoints are constructed and presented
- Infer attitudes towards workplace practices and professional behaviour
- Distinguish between factual reporting and evaluative commentary
- Synthesise key ideas to support discussion and interpretation

NEF Advanced Unit 9 Reading a–d

Pronunciation: *Can vary intonation and place sentence stress correctly in order to express finer shades of meaning, including reporting stance, emphasis, and evaluation (Phonological Control).*

- Use intonation to signal reported meaning and speaker attitude
- Apply stress to highlight key information in reported discourse
- Improve clarity in complex multi-clause sentences
- Produce connected speech fluently in extended responses
- Adjust rhythm and stress to support meaning in professional contexts

NEF Advanced Unit 9 Pronunciation a–c

Grammar: *Can maintain a consistently high degree of grammatical accuracy, using a wide range of reporting structures flexibly to express nuanced meanings and stance (Grammatical Accuracy).*

- Use advanced reported speech structures with accurate tense and reference shifts
- Apply a range of reporting verbs to express attitude and interpretation
- Distinguish between neutral and evaluative reporting
- Manipulate structures to convey stance and perspective
- Integrate reported speech into extended discourse accurately

NEF Advanced Unit 9 Grammar a–d

Writing: *Can write clear, well-structured texts presenting complex information and viewpoints, adapting register appropriately for professional contexts (Overall Written Production / Reports and Formal Writing).*

- Produce structured reports or formal texts related to workplace scenarios
- Present reported information clearly and accurately
- Organise ideas logically using cohesive devices
- Maintain formal register and tone
- Support arguments and descriptions with relevant detail

NEF Advanced Unit 9 Writing a–c

Speaking: *Can express ideas fluently and precisely, developing and responding to complex lines of*

argument in professional and informal contexts (Overall Spoken Interaction / Formal Discussion).

- Discuss workplace issues and professional experiences in depth
- Report information and opinions accurately in spoken interaction
- Express and justify viewpoints on business-related topics
- Respond critically to others' contributions
- Maintain coherent and extended interaction

NEF Advanced Unit 9 Speaking a–h

Vocabulary: *Has a good command of a broad lexical repertoire, allowing precise and flexible expression in professional and abstract contexts (Vocabulary Range).*

- Use vocabulary related to work, business, and professional communication
- Employ collocations and phrases typical of workplace discourse
- Select precise lexical items to express evaluation and stance
- Expand lexical range through contextual usage
- Use vocabulary flexibly in discussion and writing

NEF Advanced Unit 9 Vocabulary a–c

Listening: *Can understand extended spoken discourse on complex topics, identifying implicit meaning, speaker attitude, and relationships between ideas (Overall Listening Comprehension / Understanding Interaction).*

- Interpret extended listening texts related to workplace contexts
- Identify speaker stance and implied meaning
- Follow complex reported information and discussions
- Extract detailed information accurately
- Use listening input to support further discussion

NEF Advanced Unit 9 Listening a–g

Exam Focus:

- TIE Exam – Talking about a news story

Irish Culture:

- Irish Sport

Suggested Supplementary Material:

- *Landmark Advanced – Unit 11/13*
- *Cutting Edge Advanced – Module 7*
- *New Inside Out Advanced – Unit*
- *Advanced Expert – Unit 6*
- *English Pronunciation in Use – Unit 25*
- *Irish Culture Book 2 – Unit 2*

C1 Course Plan – Week 23

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 23	Health and lifestyle; wellbeing; habits; medical contexts; idiomatic expressions	Modal verbs (advanced use; deduction; speculation; obligation)	Discussing wellbeing; evaluating lifestyle choices; expressing degrees of certainty	New English File Advanced Unit 10 P. 94

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand complex texts in detail, recognising implicit meaning, attitude, and how ideas are developed across extended discourse (Overall Reading Comprehension / Reading for Information and Argument).*

- Analyse texts on health and lifestyle for argument structure and stance
- Infer attitudes towards wellbeing and lifestyle choices
- Identify implicit meaning and evaluative language
- Recognise how arguments are developed and supported
- Evaluate contrasting perspectives critically

NEF Advanced Unit 10 Reading a–d

Pronunciation: *Can control intonation and sentence stress to express subtle shades of meaning such as certainty, doubt, and evaluation (Phonological Control).*

- Use intonation to express certainty, doubt, and speculation
- Apply stress to highlight key modal meanings
- Improve clarity in complex spoken structures
- Produce connected speech fluently
- Enhance intelligibility in extended discourse

NEF Advanced Unit 10 Pronunciation a–c

Grammar: *Can maintain a high degree of grammatical accuracy, using modal verbs flexibly to express nuanced meanings such as deduction, obligation, and probability (Grammatical Accuracy).*

- Use modal verbs for deduction and speculation accurately
- Express obligation, necessity, and advice with precision
- Distinguish between varying degrees of certainty
- Manipulate modal structures to convey stance
- Integrate modal forms into extended discourse

NEF Advanced Unit 10 Grammar a–d

Writing: *Can write clear, well-structured texts presenting evaluation and argument, using appropriate organisation and register (Overall Written Production).*

- Produce structured writing on health and lifestyle topics
- Present and support viewpoints clearly
- Organise ideas logically using cohesive devices

- Maintain appropriate register and tone
- Develop extended responses with clarity and coherence

NEF Advanced Unit 10 Writing a–c

Speaking: *Can express ideas fluently and spontaneously, discussing complex issues and responding effectively in extended interaction (Overall Spoken Interaction / Informal Discussion).*

- Discuss health and lifestyle issues in depth
- Express and justify opinions on wellbeing
- Use modal language to express degrees of certainty
- Respond critically to others' contributions
- Maintain extended, coherent interaction

NEF Advanced Unit 10 Speaking a–h

Vocabulary: *Has a broad lexical repertoire enabling precise and flexible expression of abstract and topic-specific ideas (Vocabulary Range).*

- Use vocabulary related to health and lifestyle
- Employ idiomatic expressions appropriately
- Use collocations and lexical patterns accurately
- Select precise vocabulary for evaluation
- Expand lexical range through context

NEF Advanced Unit 10 Vocabulary a–c

Listening: *Can understand extended spoken discourse, identifying both explicit content and implicit meaning, including speaker attitude and intention (Overall Listening Comprehension / Understanding Interaction).*

- Interpret extended listening texts on health and wellbeing
- Identify speaker stance and implied meaning
- Follow complex explanations and arguments
- Extract detailed information accurately
- Use listening input to support discussion

NEF Advanced Unit 10 Listening a–g

Exam Focus:

- TIE Exam - Writing a letter

Irish Culture:

- Irish Myths & Legends

Suggested Supplementary Material:

- *Landmark Advanced – Unit 5*
- *Cutting Edge Advanced – Module 10*
- *Inside Out Advanced – Unit 4/8*
- *Advanced Expert – Unit 8B*
- *English Vocabulary in Use Upper-Intermediate – Unit 37*
- *Irish Culture Book 2 – Unit 6*

C1 Course Plan – Week 24

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 24	Society and social issues; behaviour; trends; social change; abstract nouns	Noun phrases and nominalisation	Analysing social issues; expressing abstract ideas; developing arguments	New English File Advanced Unit 11 P.104

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand demanding texts in detail, recognising implicit meaning, attitude, and complex argumentation (Overall Reading Comprehension / Reading for Information and Argument).*

- Analyse texts on social issues for structure and argument
- Infer attitudes and underlying assumptions
- Identify how abstract ideas are expressed and developed
- Interpret nuanced and formal language
- Evaluate differing perspectives critically

NEF Advanced Unit 11 Reading a–d

Pronunciation: *Can use intonation and stress effectively to convey emphasis, evaluation, and stance in abstract discourse (Phonological Control).*

- Use stress to highlight key abstract ideas
- Apply intonation to express evaluation and stance
- Improve clarity in complex spoken discourse
- Produce connected speech fluently
- Enhance intelligibility

NEF Advanced Unit 11 Pronunciation a–c

Grammar: *Can maintain a high degree of grammatical accuracy, using noun phrases and nominalisation flexibly to express complex and abstract meanings (Grammatical Accuracy).*

- Use nominalisation to create formal and concise expressions
- Manipulate noun phrases to add detail and precision
- Express abstract concepts clearly
- Integrate structures into extended discourse
- Maintain accuracy and flexibility

NEF Advanced Unit 11 Grammar a–d

Writing: *Can write clear, well-structured texts presenting complex ideas and arguments with coherence and appropriate register (Overall Written Production).*

- Produce structured argumentative writing on social issues
- Use nominalisation to enhance formality
- Organise ideas logically
- Maintain appropriate register
- Support arguments with relevant detail

NEF Advanced Unit 11 Writing a–c

Speaking: *Can express ideas fluently and precisely, developing arguments and responding effectively in extended discussion (Overall Spoken Interaction / Informal Discussion).*

- Discuss social issues and trends in depth
- Express and justify opinions clearly

- Respond critically to others
- Use abstract language accurately
- Maintain coherent extended interaction

NEF Advanced Unit 11 Speaking a–h

Vocabulary: *Has a broad lexical repertoire allowing precise and flexible expression of abstract and complex ideas (Vocabulary Range).*

- Use vocabulary related to society and social issues
- Employ abstract nouns accurately
- Use collocations and lexical patterns
- Select precise vocabulary for argumentation
- Expand lexical range

NEF Advanced Unit 11 Vocabulary a–c

Listening: *Can understand extended spoken discourse on complex topics, identifying implicit meaning and speaker attitude (Overall Listening Comprehension / Understanding Interaction).*

- Interpret extended listening texts on social issues
- Identify speaker stance and implied meaning
- Follow complex argumentation
- Extract detailed information
- Use listening input to support evaluation

NEF Advanced Unit 11 Listening a–g

Exam Focus:

- TIE Exam – Speaking practise test

Irish Culture:

- Modern Irish Music

Suggested Supplementary Material:

- *Landmark Advanced – Unit 9*
- *Cutting Edge Advanced – Module 2*
- *English File Advanced – Unit 10A*
- *Advanced Expert CAE – Unit 7B*
- *English Vocabulary in Use Upper-Intermediate – Unit 20*
- *Irish Culture Book 1 – Unit 5*

C1 Course Plan – Week 25

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 25	Culture and identity; global issues; traditions; intercultural communication	Discourse markers and cohesion	Intercultural awareness; structuring discourse; evaluating perspectives	New English File Advanced Unit 12 P. 114

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand complex texts in detail, recognising implicit meaning, attitude, and how ideas are structured and developed (Overall Reading Comprehension / Reading for Information and Argument).*

- Analyse texts on culture and identity for argument structure and stance
- Infer attitudes and cultural perspectives
- Identify how cohesion and discourse are organised
- Interpret nuanced and evaluative language
- Evaluate perspectives critically

NEF Advanced Unit 12 Reading a–d

Pronunciation: *Can vary intonation and stress effectively to convey subtle shades of meaning, including evaluation and discourse organisation (Phonological Control).*

- Use intonation to signal discourse structure
- Apply stress to highlight key points
- Improve fluency through connected speech
- Enhance clarity in extended discourse
- Maintain intelligibility

NEF Advanced Unit 12 Pronunciation a–c

Grammar: *Can maintain a high degree of grammatical accuracy, using discourse markers and cohesive devices flexibly to organise complex spoken and written texts (Grammatical Accuracy).*

- Use discourse markers to organise spoken and written discourse
- Express contrast, addition, and emphasis clearly
- Manipulate cohesion devices effectively
- Integrate markers into extended communication
- Maintain clarity and coherence

NEF Advanced Unit 12 Grammar a–d

Writing: *Can write clear, well-structured texts on complex topics, using cohesive devices and appropriate register to present ideas effectively (Overall Written Production).*

- Produce structured writing on cultural topics
- Use discourse markers to organise ideas
- Maintain coherence and cohesion

- Develop arguments with supporting detail
- Use appropriate register

NEF Advanced Unit 12 Writing a–c

Speaking: *Can express ideas fluently and spontaneously, discussing abstract topics and interacting effectively in extended discourse (Overall Spoken Interaction / Informal Discussion).*

- Discuss cultural and global issues in depth
- Express and justify opinions
- Use discourse markers in spoken interaction
- Respond effectively to others
- Maintain extended interaction

NEF Advanced Unit 12 Speaking a–h

Vocabulary: *Has a broad lexical repertoire enabling precise and flexible expression of abstract and cultural concepts (Vocabulary Range).*

- Use vocabulary related to culture and identity
- Employ collocations and lexical patterns accurately
- Select precise vocabulary for evaluation
- Expand lexical range
- Use vocabulary flexibly

NEF Advanced Unit 12 Vocabulary a–c

Listening: *Can understand extended spoken discourse, identifying implicit meaning, speaker attitude, and relationships between ideas (Overall Listening Comprehension / Understanding Interaction).*

- Interpret extended listening texts on cultural topics
- Identify speaker stance and implied meaning
- Follow complex discourse
- Extract detailed information
- Use listening input to support discussion

NEF Advanced Unit 12 Listening a–g

Exam Focus:

- TIE Exam – Writing practice test

Irish Culture:

- Irish Culture & History

Suggested Supplementary Material:

- *Landmark Advanced – Unit 6*
- *Cutting Edge Advanced – Module 1*
- *Inside Out Advanced – Unit 10*
- *Keynote Advanced – Unit 11*
- *Advanced Expert CAE – Unit 5*
- *English Vocabulary in Use Upper-Intermediate – Unit 22/23*
- *English Pronunciation in Use – Unit 34/35*
- *Irish Culture Book 1/2 – Unit 10*



S English **W** Language **A** Training **N**

GE - Afternoon B2 Syllabus

(CEFR B2)

Afternoon B2 Course Syllabus

	Monday	Tuesday	Wednesday	Thursday	Friday
13.45 - 15.30 Class tutor time	<p>Introduce topic and weekly objectives. Practise Key lexis and target language</p> <p>Focus on pair/group work</p>	<p>Review lexis and objectives from Monday.</p> <p>Focus on communicative practice in relevant core skills (based on weekly outcomes and syllabus focus)</p>	<p>Weekly one-to-one Tutorials:</p> <p>*Initiate individual learning targets with new students. *Review monthly tutorial learning goals(e.g. H/W, areas for improvement in core skills, class conduct, exam targets) *Focus on practice of target language in use & form</p>	<p>Focus on language in use in addition to form. Prepare students for integrated skills.</p> <p>**Address any issues/ learning needs emerging from tutorials or previous classroom tasks.</p>	<p>TIE Exam Focus: Practise parts of the TIE exam with whole class-focus on pair work/ peer testing and correction.</p> <p>Irish Culture Topic</p>
15.30 - 15.50	Break	Break	Break	Break	Break
15.50 – 17.00 Class tutor time	<p>Focus on review of target language and productive skills</p>	<p>Integrated grammar/ vocabulary development Life skills</p>	<p>Integrated grammar/ vocabulary development Life skills</p>	<p>Revise weekly topic and focus or errors. Prepare students for weekly assessment through pair/grp work & peer correction Speaking Test</p>	<p>Weekly Assessment Weekly Progress Test</p>

Coursebooks: ***Outcomes Upper-Intermediate (National Geographic 2019)/ New English File Upper Intermediate 3rd Edition (OUP 2022)***

Speaking exam practice: <http://ielt.ie/teacher-information1> , [TIE Handbook](#) (click to follow link). See schedule. Steps 1-5. Teachers to begin with steps 1 and 2 of the TIE oral exam with selected students to model exam format, following on from weekly TIE input (Fridays, session 1). Guidelines and exam practice format available with tutorial form on G-drive.

Supplementary materials: Suggested supplementary materials are listed at the end of each weekly topic. This is a selection only and more resources should/may be used. The syllabus also includes a TIE exam focus plus a topic of Irish culture each week. Please ensure that both of these areas are covered.

Please fill in your lesson plan on the shared Google Drive (ask ADOS for link) by Monday afternoon at the latest so that the teacher you are sharing with can plan accordingly.

Afternoon B2 Outcomes	
Listening	● I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.
Reading	● I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
Speaking	● I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest. I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.
Writing	● I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.

AFTERNOON B2 Course Plan – Week 1				
Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 1	Survival and behaviour; risk, survival situations, behaviour patterns, feelings and reactions	Unreal conditionals; <i>would rather / had better</i>	Discussing survival choices, expressing preference, giving advice, reacting to difficult situations	New English File Upper Intermediate Unit 4 p. 34

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand extended texts on familiar and less familiar topics, identifying both general meaning and more detailed supporting information, and can scan longer texts to locate relevant detail efficiently (Overall Reading Comprehension / Reading for Orientation).

- Read for gist to identify the main idea and purpose in texts about survival and behaviour
- Read for detail to identify key information, evidence, and consequences in survival-related scenarios
- Infer meaning from context when meeting unfamiliar vocabulary in reading texts
- Recognise how information is structured in problem-solution and narrative-style texts
- Identify attitudes, reactions, and implied viewpoint in extended reading

NEF Upper Intermediate Unit 4 Reading a-e

Pronunciation: Has acquired a clear, natural pronunciation and intonation, using stress and rhythm to support meaning and attitude effectively (Phonological Control).

- Use sentence stress and intonation to express reactions in high-stakes or emotional situations
- Recognise and produce natural rhythm in preference and advice structures
- Improve clarity when using forms such as *would rather* and *had better*
- Use connected speech patterns more naturally in discussion and response
- Develop more confident control of spoken emphasis in interaction

NEF Upper Intermediate Unit 4 Pronunciation a-d

Grammar: Shows a relatively high degree of grammatical control and can use complex sentence patterns accurately to discuss hypothetical situations, preference, and advice (Grammatical Accuracy).

- Use unreal conditional forms to discuss hypothetical and dangerous situations
- Use conditional structures to explain consequences and possible outcomes
- Use *would rather* to express preference clearly and appropriately
- Use *had better* to give strong advice and warnings
- Maintain accuracy when combining complex structures in discussion

NEF Upper Intermediate Unit 4 Grammar a-f

Writing: Can write clear, detailed descriptions of real or imagined events and experiences, marking relationships between ideas in connected text and maintaining appropriate organisation (Creative Writing / Overall Written Production).

- Write a short survival or experience-based narrative with logical sequencing
- Organise ideas clearly using appropriate linking devices

- Describe reactions, decisions, and consequences in a coherent way
- Use a range of sentence patterns to improve development and clarity
- Maintain an appropriate register for discursive or semi-narrative writing

NEF Upper Intermediate Unit 4 Writing a-c

Speaking: Can account for and sustain opinions in discussion by providing relevant explanations, arguments, and comments, and can compare and contrast alternatives when discussing what to do or choose (Informal Discussion / Overall Spoken Interaction).

- Express and justify opinions about survival decisions and human behaviour
- Compare and contrast possible actions in difficult or hypothetical situations
- Develop extended spoken responses with reasons and supporting detail
- Describe feelings, reactions, and personal responses to survival scenarios
- Ask follow-up questions and respond appropriately in discussion

NEF Upper Intermediate Unit 4 Speaking a-f

Vocabulary: Has a good range of vocabulary for matters connected to general topics and can vary formulation to avoid repetition while discussing problems, reactions, and experiences (Vocabulary Range).

- Use vocabulary related to survival, danger, risk, and emergency situations
- Use lexical items for feelings, reactions, and behavioural responses
- Extend range when discussing choices and consequences
- Select appropriate expressions for advice, warning, and preference
- Use context to develop and retain topic-based vocabulary

NEF Upper Intermediate Unit 4 Vocabulary a-c

Listening: Can understand the information content of recorded material on topics of personal interest delivered in clear standard speech, and can identify speaker attitude, viewpoint, and key detail (Listening to Audio Media and Recordings / Overall Listening Comprehension).

- Listen for gist to identify topic and purpose in survival-related listening texts
- Listen for detail to identify key facts, decisions, and outcomes
- Identify speaker attitude, emotion, and reaction in extended listening
- Follow complex lines of argument when the topic is clearly signposted
- Use contextual clues to support comprehension of unfamiliar language

NEF Upper Intermediate Unit 4 Listening a-e

Exam Focus:

- TIE Exam – Writing a report

Irish Culture:

- Questions about Ireland

Suggested Supplementary Material:

- *Inside Out Upper Intermediate – Unit 5*
- *English File Upper Intermediate – Unit 5A*
- *Empower B2 – Unit 8C*
- *Cutting Edge Upper-Intermediate – Module 2*
- *Headway Upper Intermediate – Unit 11*
- *English Vocabulary in Use Upper Intermediate – Unit 41/47*
- *Irish Culture Book 1/2 – Unit 1*

AFTERNOON B2 Course Plan – Week 2				
Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 2	Music, sleep, news and the media; music, sleep habits, news language, reporting	Gerunds and infinitives; used to / usually; reporting verbs	Expressing opinions on abstract topics, discussing habits and routines, evaluating news and media content	New English File Upper Intermediate Unit 5 P. 44

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Can read with a large degree of independence on familiar and less familiar topics, identifying both general meaning and detailed supporting information, and can understand articles where viewpoints are developed and supported (Overall Reading Comprehension / Reading for Information and Argument).

- Read for gist to identify the topic, purpose, and viewpoint in texts about music, sleep, and current affairs
- Read for detail to locate supporting evidence, examples, and key arguments
- Infer meaning from context when reading contemporary topic-based texts
- Recognise how articles are structured to present opinion and supporting detail
- Identify writer stance and compare different perspectives across texts

NEF Upper Intermediate Unit 5 Reading a-f

Pronunciation: Has acquired a clear, natural pronunciation and intonation, using stress patterns effectively to support meaning in extended spoken interaction (Phonological Control).

- Recognise and use word stress accurately in topic-based vocabulary
- Use intonation to express opinion and personal stance clearly
- Improve rhythm and clarity in more extended spoken turns
- Pronounce lexical chunks and reporting patterns more naturally
- Develop clearer control of stress in media-related vocabulary

NEF Upper Intermediate Unit 5 Pronunciation a-f

Grammar: Shows a relatively high degree of grammatical control and can use a range of structures accurately to express habit, preference, reaction, and reported ideas (Grammatical Accuracy).

- Use gerunds and infinitives accurately after common verbs and expressions
- Distinguish between form and meaning in verb pattern choices
- Use used to and related forms to discuss past habits and present routines
- Use reporting verbs accurately to report information, opinions, and reactions
- Maintain grammatical control when combining verb patterns in speaking and writing

NEF Upper Intermediate Unit 5 Grammar a-e

Writing: Can write clear, detailed texts presenting information, opinion, and argument, using appropriate organisation and supporting detail (Reports and Essays / Overall Written Production).

- Write a formal letter using a clear structure and appropriate register
- Write an article presenting viewpoint and supporting examples
- Organise argument logically with effective paragraphing
- Use reporting language and linking devices to improve cohesion
- Maintain accuracy in punctuation, layout, and formal written conventions

NEF Upper Intermediate Unit 5 Writing a-c

Speaking: Can express thoughts on abstract or cultural topics and can account for and sustain views clearly by providing relevant explanations and arguments (Informal Discussion / Sustained Monologue: Putting a Case).

- Express and justify opinions about music, sleep, news, and media influence
- Develop extended spoken responses on abstract and topical issues
- Explain why something is a problem and suggest possible responses
- Discuss personal habits, preferences, and experiences with supporting detail
- Present a viewpoint on a current issue, including advantages and disadvantages

NEF Upper Intermediate Unit 5 Speaking a-f

Vocabulary: Has a good range of vocabulary for matters connected to general topics and can use reasonably precise language to discuss culture, habits, media, and current affairs (Vocabulary Range).

- Use vocabulary related to music, sleep, and emotional response
- Use lexical items connected with news, reporting, and the media
- Extend vocabulary for discussing habits, reactions, and behaviour
- Use topic-based collocations more accurately in speech and writing
- Select precise lexical items when giving opinion and evaluation

NEF Upper Intermediate Unit 5 Vocabulary a-d

Listening: Can understand recorded material in standard dialect on topics of personal and general interest, identifying main ideas, specific information, speaker attitude, and viewpoint (Listening to Audio Media and Recordings / Overall Listening Comprehension).

- Listen for gist to identify main topic and speaker purpose in music-, sleep-, and media-related texts
- Listen for detail to identify specific facts, examples, and opinions
- Identify speaker viewpoint and attitude in broadcast or recorded material
- Follow extended speech where ideas are clearly signposted
- Take brief notes on key points in lecture- or talk-style listening

NEF Upper Intermediate Unit 5 Listening a-f

Exam Focus:

- TIE Exam – Talking about a book

Irish Culture:

- Irish Weather

Suggested Supplementary Material:

- *English File Upper Intermediate – Unit 4A*
- *Keynote Upper Intermediate – Unit 11*
- *Empower B2 – Unit 2B/5D*
- *Headway Upper Intermediate – Unit 8*
- *English Vocabulary in Use Upper Intermediate – Unit 22-23*
- *English Pronunciation in Use Intermediate – Unit 29*
- *Irish Culture Book 1 – Unit 8*

AFTERNOON B2 Course Plan – Week 3				
Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 3	Communication, cities, discovery and innovation; language learning, urban life, inventions, science and ideas	Articles; have something done; quantifiers and science-related structures	Giving presentations, discussing city life, explaining ideas clearly, describing discoveries and innovations	New English File Upper Intermediate Unit 6 P. 54

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Can understand extended texts on familiar and less familiar topics, identifying both general meaning and detailed supporting information, and can adapt reading strategies to different text types and purposes (Overall Reading Comprehension / Reading for Information and Argument).

- Read for gist to identify key ideas in texts about communication, cities, and innovation
- Read for detail to identify supporting examples, explanation, and evidence
- Infer meaning from context in texts containing topic-specific or abstract vocabulary
- Recognise how informational and argumentative texts are structured
- Evaluate viewpoint and relevance in longer reading passages

NEF Upper Intermediate Unit 6 Reading a–e

Pronunciation: Has acquired a clear, natural pronunciation and intonation, using stress and rhythm effectively in interaction and more extended spoken production (Phonological Control).

- Use sentence stress and intonation to support clarity in presentations and discussion
- Improve natural rhythm in extended speaking
- Recognise and produce stress patterns in topic-based vocabulary
- Use pronunciation features that support listener engagement and comprehension
- Develop clearer control of emphasis in spoken explanations

NEF Upper Intermediate Unit 6 Pronunciation a–c

Grammar: Shows a relatively high degree of grammatical control and can use structures accurately to describe process, quantity, arrangement, and service-related actions (Grammatical Accuracy).

- Use articles accurately with common, abstract, and topic-specific nouns
- Use have something done accurately to describe services and arrangements
- Control quantifier-related patterns and other unit-based grammar accurately
- Use grammar structures to explain ideas, situations, and processes clearly
- Maintain accuracy when combining forms in spoken and written production

NEF Upper Intermediate Unit 6 Grammar a–c

Writing: Can write clear, detailed texts on a variety of subjects related to his or her field of interest, using appropriate organisation, paragraphing, and support (Overall Written Production / Reports and Essays).

- Write a discursive or descriptive text on a communication, city, or innovation-related topic
- Organise ideas into well-developed paragraphs with clear progression
- Use relevant examples and supporting detail to expand key points
- Maintain appropriate tone and register for semi-formal written tasks
- Use linking devices to create cohesion across longer texts

NEF Upper Intermediate Unit 6 Writing a–c

Speaking: Can give clear, detailed descriptions and presentations on a range of subjects, expanding and supporting ideas with subsidiary points and relevant examples (Overall Oral Production / Informal Discussion).

- Talk about communication and language use in a clear and extended way
- Discuss advantages and disadvantages of city life with supporting reasons
- Explain ideas, inventions, and discoveries using relevant detail
- Give a short presentation with a clear structure and audience awareness
- Sustain discussion by responding to questions and developing arguments

NEF Upper Intermediate Unit 6 Speaking a-d

Vocabulary: *Has a good range of vocabulary for matters connected to general and more abstract topics and can use reasonably precise language to describe ideas, places, and developments (Vocabulary Range).*

- Use vocabulary related to communication and language
- Use topic-based lexis for city life, urban problems, and urban advantages
- Use vocabulary related to discovery, science, and innovation
- Extend lexical range through contextualised discussion and explanation
- Choose more precise language when presenting and evaluating ideas

NEF Upper Intermediate Unit 6 Vocabulary a-f

Listening: *Can understand the main ideas of complex speech on both concrete and abstract topics delivered in standard speech, identifying key information, attitude, and development of ideas (Overall Listening Comprehension / Listening as a Member of a Live Audience).*

- Listen for gist to identify the topic, purpose, and direction of a talk or discussion
- Listen for detail to identify key facts, examples, and supporting points
- Follow extended speech and complex lines of argument when clearly signposted
- Identify speaker attitude and viewpoint in recorded or live-style listening tasks
- Take notes on important points in presentation-style listening

NEF Upper Intermediate Unit 6 Listening a-f

Exam Focus:

- TIE Exam - Writing about a book you have read

Irish Culture:

- Irish Festivals & Social Life

Suggested Supplementary Material:

- *Ready for First Certificate - Unit 1*
- *First Certificate Gold - Unit 13*
- *Navigate B2 - Unit 6.1*
- *Cutting Edge Upper Intermediate - Module 1*
- *English Vocabulary in Use Upper Intermediate - Unit 22-23*
- *English Pronunciation in Use Intermediate - Unit 29*
- *Irish Culture Book 2 - Unit 11*

AFTERNOON B2 Course Plan – Week 4

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 4	Feelings, annoyance, honesty, emotional reactions, personal behaviour	Structures after wish; expressing feelings with verbs and -ed / -ing adjectives	Expressing irritation appropriately, discussing honesty, describing feelings and reactions	New English File Upper Intermediate Unit 7 P. 64

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Can understand extended texts on familiar and less familiar topics, identifying both general meaning and more detailed supporting information, and can scan longer texts to locate relevant detail efficiently (Overall Reading Comprehension / Reading for Orientation).

- Read for gist to identify the main issue and point of view in texts about feelings, behaviour, and honesty
- Read for detail to identify supporting information, examples, and emotional significance
- Infer meaning from context when reading texts containing less familiar emotional or descriptive language
- Recognise how information is structured in reflective and topic-based reading texts
- Identify attitude, reaction, and personal stance in extended reading

NEF Upper Intermediate Unit 7 Reading a–e

Pronunciation: Has acquired a clear, natural pronunciation and intonation, using stress, rhythm, and intonation to express emotional nuance effectively (Phonological Control).

- Use sentence rhythm and intonation to express annoyance, regret, and emphasis
- Recognise and produce stress patterns in longer feeling-related adjectives
- Improve natural rhythm in sentences with wish structures
- Use intonation to signal emotional involvement more clearly
- Develop greater fluency in connected speech during discussion

NEF Upper Intermediate Unit 7 Pronunciation a–c

Grammar: Shows a relatively high degree of grammatical control and can use complex sentence patterns accurately to express wishes, irritation, and emotional response (Grammatical Accuracy).

- Use structures after wish to express irritation, regret, and unreal present situations
- Distinguish between verb forms used after wish and related structures
- Use -ed and -ing adjectives accurately to describe emotional states and causes
- Maintain accuracy when combining emotional vocabulary with more complex structures
- Use a range of sentence patterns to express personal reaction clearly

NEF Upper Intermediate Unit 7 Grammar a–e

Writing: Can write clear, detailed descriptions of real or imagined events and experiences, making connections between ideas in connected text and using appropriate paragraphing and layout (Creative Writing / Overall Written Production).

- Write a short discursive or narrative text describing an emotionally significant experience
- Organise ideas clearly with appropriate paragraphing and linking devices
- Describe reactions and attitudes using a wider range of emotional language
- Use wish structures and feeling adjectives accurately in written production
- Maintain a coherent and appropriate register throughout the task

NEF Upper Intermediate Unit 7 Writing a–c

Speaking: Can account for and sustain opinions in discussion by providing relevant explanations, arguments, and comments, and can highlight the personal significance of events and experiences (Informal Discussion / Overall Spoken Interaction).

- Express and justify opinions about honesty, annoyance, and everyday behaviour

- Describe feelings and reactions in a clear and extended way
- Develop spoken responses using examples and supporting detail
- Respond appropriately to others' opinions and ask follow-up questions
- Discuss personal and hypothetical situations using emotionally precise language

NEF Upper Intermediate Unit 7 Speaking a-f

Vocabulary: *Has a good range of vocabulary for matters connected to general topics and can use reasonably precise language to describe feelings, reactions, and behaviour (Vocabulary Range).*

- Use vocabulary related to feelings, annoyance, and emotional reaction
- Use verbs and adjectives accurately to describe emotional cause and effect
- Extend lexical range for discussing honesty and personal behaviour
- Select more precise language when reacting to situations and experiences
- Use contextual clues to expand and retain topic-based vocabulary

NEF Upper Intermediate Unit 7 Vocabulary a-c

Listening: *Can understand recorded material in standard speech on both familiar and less familiar topics, identifying main ideas, specific detail, and speaker mood or attitude (Listening to Audio Media and Recordings / Overall Listening Comprehension).*

- Listen for gist to identify topic, speaker purpose, and emotional context
- Listen for detail to identify examples, opinions, and reactions
- Identify speaker mood, tone, and attitude in extended listening texts
- Follow more complex spoken input where ideas are clearly signposted
- Use contextual clues to interpret less familiar language in listening

NEF Upper Intermediate Unit 7 Listening a-e

Exam Focus:

- TIE Exam – Working on an investigation

Irish Culture:

- Visual Ireland

Suggested Supplementary Material:

- *Landmark Upper Intermediate – Unit 5*
- *First Certificate Gold – Unit 9*
- *Inside Out Upper Intermediate – Unit 1*
- *English Vocabulary in Use Upper Intermediate – Unit 26, 40-42*
- *English Pronunciation in Use Intermediate – Unit 23*
- *Irish Culture Book 2 – Unit 5*

AFTERNOON B2 Course Plan – Week 5

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 5	Crime, the media, reporting, news stories, public reaction	Passive structures; reporting verbs	Discussing crime and media critically, summarising reports, expressing and defending opinions	New English File Upper Intermediate Unit 8 P. 74

Weekly Outcomes: By the end of this period, students should be able to:

Reading: Can understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints, identifying both main ideas and supporting detail (Overall Reading Comprehension / Reading for Information and Argument).

- Read for gist to identify the focus and viewpoint in texts about crime and the media
- Read for detail to identify evidence, examples, and supporting argument
- Infer meaning from context in texts containing current-affairs and media vocabulary
- Recognise how journalistic and argumentative texts are structured
- Identify writer stance and evaluate the relevance of supporting information

NEF Upper Intermediate Unit 8 Reading a–e

Pronunciation: Has acquired a clear, natural pronunciation and intonation, using stress effectively to support meaning in discussion and reporting (Phonological Control).

- Use word stress accurately in media-related and reporting vocabulary
- Improve sentence rhythm in spoken summaries and discussion
- Use intonation to signal reaction, emphasis, and evaluation
- Pronounce reporting patterns clearly and naturally
- Develop greater fluency in extended spoken responses

NEF Upper Intermediate Unit 8 Pronunciation a–d

Grammar: Shows a relatively high degree of grammatical control and can use passive and reporting structures accurately in both spoken and written communication (Grammatical Accuracy).

- Use passive structures accurately in crime and news-report contexts
- Use reporting verbs to summarise information, statements, and opinions
- Distinguish between active and passive focus when presenting information
- Control form and meaning in more complex reporting patterns
- Maintain grammatical accuracy when combining facts, opinion, and summary

NEF Upper Intermediate Unit 8 Grammar a–f

Writing: Can write essays and reports which develop an argument, present information clearly, and explain reasons in support of a point of view (Reports and Essays / Overall Written Production).

- Write a report or discursive text on a news, crime, or social issue
- Organise ideas into clear paragraphs with logical progression
- Summarise and synthesise information from different sources
- Use reporting language and passive structures appropriately
- Present arguments with clear supporting detail and appropriate register

NEF Upper Intermediate Unit 8 Writing a–c

Speaking: Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, and sustaining opinions with relevant explanations (Informal Discussion / Overall Spoken Interaction).

- Discuss crime stories, media coverage, and public reaction with supporting reasons
- Express and justify opinions on topical issues in an extended way
- Develop spoken responses using examples, comment, and evaluation
- Ask for clarification and respond appropriately in discussion
- Summarise and react to information from reading and listening texts

NEF Upper Intermediate Unit 8 Speaking a-f

Vocabulary: *Has a good range of vocabulary for matters connected to general and topical issues and can vary formulation to avoid repetition (Vocabulary Range).*

- Use vocabulary related to crime, law, media, and reporting
- Use collocations associated with news stories and public reaction
- Extend lexical range for discussing contemporary issues and viewpoints
- Select precise verbs and nouns for describing events and reports
- Use topic-based vocabulary more flexibly in speech and writing

NEF Upper Intermediate Unit 8 Vocabulary a-d

Listening: *Can understand standard spoken language on both familiar and less familiar topics, identifying main ideas, specific information, and speaker viewpoint in recorded material (Listening to Audio Media and Recordings / Overall Listening Comprehension).*

- Listen for gist to identify the main story, issue, or viewpoint
- Listen for detail to identify facts, developments, and supporting information
- Identify speaker attitude and perspective in media-related listening
- Follow extended speech where argument or narrative is clearly signposted
- Use listening evidence to support later discussion and summary

NEF Upper Intermediate Unit 8 Listening a-f

Exam Focus:

- TIE Exam – Writing about a news story

Irish Culture:

- Irish Physical Characteristics

Suggested Supplementary Material:

- *Landmark Upper Intermediate – Unit 1*
- *Keynote Upper Intermediate – Unit 6*
- *Cutting Edge Upper Intermediate – Module 12*
- *Inside Out Upper Intermediate – Unit 3*
- *Objective FCE – Unit 9*
- *English File Upper Intermediate – Unit 9A*
- *English Vocabulary in Use Upper-Intermediate – Unit 16/38*
- *Irish Culture Book 1 – Unit 3*

AFTERNOON B2 Course Plan – Week 6				
Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 6	Society, identity, appearance, public image, social judgement	Advanced descriptive structures; comparison and emphasis in discussion	Discussing identity and social attitudes, presenting opinion, responding to contrasting viewpoints	New English File Upper Intermediate Unit 9 P. 84

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can read with a large degree of independence on familiar and less familiar topics, identifying general meaning, more detailed supporting information, and viewpoint in extended texts (Overall Reading Comprehension / Reading for Information and Argument).

- Read for gist to identify topic and overall position in texts about identity, image, and social judgement
- Read for detail to locate key information, examples, and supporting argument
- Infer meaning from context when meeting descriptive or evaluative language
- Recognise how opinion texts are structured and developed
- Identify writer attitude and compare different perspectives in a text

NEF Upper Intermediate Unit 9 Reading a-e

Pronunciation: Has acquired a clear, natural pronunciation and intonation, using stress and rhythm to support meaning, comparison, and emphasis effectively (Phonological Control).

- Use sentence stress to emphasise evaluation and personal stance
- Improve rhythm and clarity in extended comparison and description
- Recognise natural intonation patterns in discussion and reaction
- Use connected speech more effectively in spoken interaction
- Develop more confident control of prominence in longer turns

NEF Upper Intermediate Unit 9 Pronunciation a-d

Grammar: Shows a relatively high degree of grammatical control and can use a range of complex structures accurately to compare, evaluate, and describe people and situations (Grammatical Accuracy).

- Use advanced descriptive and comparative structures accurately
- Control word order and emphasis in evaluative sentences
- Use structures for comparison, contrast, and personal judgement
- Maintain grammatical accuracy in extended spoken and written discourse
- Combine topic-based lexis with more complex sentence patterns effectively

NEF Upper Intermediate Unit 9 Grammar a-e

Writing: Can write clear, detailed descriptions and discursive texts, developing main points with relevant supporting detail and examples (Creative Writing / Overall Written Production).

- Write a description or short discursive text related to identity, image, or public perception
- Organise ideas with clear paragraphing and logical development
- Use descriptive language and evaluative comment appropriately
- Support ideas with relevant examples and explanation
- Maintain coherence and an appropriate register throughout

NEF Upper Intermediate Unit 9 Writing a-c

Speaking: *Can account for and sustain opinions in discussion by providing relevant explanations, arguments, and comments, and can express ideas clearly on abstract and cultural topics (Informal Discussion / Overall Spoken Interaction).*

- Express and justify opinions about image, identity, and social expectations
- Compare attitudes and perceptions using supporting detail
- Develop extended spoken responses with explanation and evaluation
- Respond to others' opinions and build on ideas in discussion
- Use appropriate follow-up questions to maintain interaction

NEF Upper Intermediate Unit 9 Speaking a-f

Vocabulary: *Has a good range of vocabulary for matters connected to social topics and can use reasonably precise language to describe people, image, and attitudes (Vocabulary Range).*

- Use vocabulary related to appearance, identity, and social judgement
- Use lexical items for evaluation, impression, and stereotype
- Extend lexical range through discussion of public and personal image
- Select more precise descriptive language in speaking and writing
- Use topic-based collocations more accurately and flexibly

NEF Upper Intermediate Unit 9 Vocabulary a-d

Listening: *Can understand extended spoken language on both concrete and abstract topics, identifying speaker attitude, viewpoint, and important detail (Overall Listening Comprehension / Listening to Audio Media and Recordings).*

- Listen for gist to identify topic, viewpoint, and purpose
- Listen for detail to identify examples, opinions, and supporting information
- Identify speaker attitude and implied judgement in extended listening
- Follow complex spoken input when the direction is clearly signposted
- Use listening detail to support later speaking and writing tasks

NEF Upper Intermediate Unit 9 Listening a-e

Exam Focus:

- TIE Exam – Talking about a news story

Irish Culture:

- Irish Film

Suggested Supplementary Material:

- *Landmark Upper Intermediate – Unit 8*
- *Navigate B2 – Unit 5.1/5.2*
- *Direct to FCE – Unit 2*
- *New Inside Out Upper Intermediate – Unit 12*
- *Objective FCE – Unit 8*
- *English Vocabulary in Use Upper-Intermediate – Unit 15*
- *Irish Culture Book 1 – Unit 9*

AFTERNOON B2 Course Plan – Week 7

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 7	Space, science, language, communication, influence and persuasion	Advanced discussion structures; presentation and note-taking language	Discussing abstract topics, note-taking, interviewing, presenting and responding to ideas	New English File Upper Intermediate Unit 10 P. 94

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand specialised articles and extended texts outside his or her immediate field, identifying both general meaning and more detailed supporting information where the topic is reasonably accessible (Overall Reading Comprehension / Reading for Information and Argument).

- Read for gist to identify the main focus and relevance of texts about space, science, or language
- Read for detail to identify key information, specialist points, and supporting evidence
- Infer meaning from context in texts containing topic-specific vocabulary
- Recognise how expository and argumentative texts are structured
- Identify writer viewpoint and the function of examples and explanation

NEF Upper Intermediate Unit 10 Reading a-e

Pronunciation: Has acquired a clear, natural pronunciation and intonation, using stress and rhythm effectively in discussion, presentation, and follow-up questioning (Phonological Control).

- Use stress and intonation to support clarity in presentation-style speaking
- Improve fluency when asking and answering follow-up questions
- Use pronunciation features that help organise longer spoken turns
- Increase confidence in note-led and interview-style speaking
- Develop clearer prominence in abstract topic discussion

NEF Upper Intermediate Unit 10 Pronunciation a-d

Grammar: Shows a relatively high degree of grammatical control and can use a range of complex structures accurately to explain ideas, respond to questions, and support argument (Grammatical Accuracy).

- Use advanced sentence patterns to explain abstract ideas clearly
- Maintain control of complex structures in discussion and presentation
- Use a range of linking and support structures to develop argument
- Combine explanation, opinion, and example accurately in longer turns
- Maintain grammatical accuracy while responding spontaneously

NEF Upper Intermediate Unit 10 Grammar a-e

Writing: Can write clear, detailed texts on a range of subjects related to his or her interests, selecting appropriate organisation and supporting information (Overall Written Production / Reports and Essays).

- Write a structured text presenting information and viewpoint on a science- or language-related topic
- Organise ideas logically using clear paragraphing and signposting
- Summarise and evaluate information from reading or listening input
- Use an appropriate formal or neutral register
- Support main points with relevant examples and explanation

NEF Upper Intermediate Unit 10 Writing a-c

Speaking: Can carry out an effective, fluent interview, ask follow-up questions, and sustain opinions clearly with relevant explanations and argument (Interviewing and Being Interviewed / Informal Discussion).

- Discuss abstract topics such as space, science, language, and communication with supporting detail
- Carry out short interviews and follow up interesting answers appropriately
- Develop extended responses using examples and explanation
- Take and use notes to support a short presentation or discussion
- Ask for clarification and respond appropriately in spontaneous interaction

NEF Upper Intermediate Unit 10 Speaking a-f

Vocabulary: Has a good range of vocabulary for matters connected to general, academic, and more abstract topics and can vary formulation to avoid repetition (Vocabulary Range).

- Use vocabulary related to science, space, language, and communication
- Use lexical items for influence, persuasion, and explanation
- Extend topic-based vocabulary through reading, listening, and discussion
- Select more precise language to describe abstract concepts and processes
- Use collocations and lexical phrases more flexibly in spoken production

NEF Upper Intermediate Unit 10 Vocabulary a-d

Listening: Can understand recordings and extended speech on familiar and less familiar topics, identifying main ideas, speaker viewpoint, and important supporting detail (Overall Listening Comprehension / Note-taking).

- Listen for gist to identify topic, purpose, and direction of a talk or interview
- Listen for detail to identify key points, examples, and supporting information
- Take notes on clearly structured spoken input
- Identify speaker viewpoint and rhetorical focus in extended listening
- Use listening detail to support later discussion, interview, or summary tasks

NEF Upper Intermediate Unit 10 Listening a-e

Exam Focus:

- TIE Exam - Writing a letter

Irish Culture:

- Irish Sport

Suggested Supplementary Material:

- *Landmark Upper Intermediate - Unit 8*
- *Navigate B2 - Unit 5.1/5.2*
- *Direct to FCE - Unit 2*
- *New Inside Out Upper Intermediate - Unit 12*
- *Objective FCE - Unit 8*
- *English Vocabulary in Use Upper-Intermediate - Unit 15*
- *Irish Culture Book 1 - Unit 9*

AFTERNOON B2 Course Plan – Week 8

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 8	Work, study, ambition, achievement, decision-making	Advanced verb patterns and argument structures for evaluation and explanation	Presenting ideas, evaluating options, discussing goals, defending opinions	New English File Upper Intermediate Unit 11 P. 104

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand extended texts on familiar and less familiar topics, identifying both general meaning and more detailed supporting information, and can evaluate relevance and viewpoint (Overall Reading Comprehension / Reading for Information and Argument).*

- Read for gist to identify the focus and purpose of texts about work, study, or achievement
- Read for detail to locate relevant supporting information and examples
- Infer meaning from context in texts containing abstract and topic-specific vocabulary
- Recognise how texts develop argument, explanation, and evaluation
- Identify writer stance and compare possible viewpoints or solutions

NEF Upper Intermediate Unit 11 Reading a-e

Pronunciation: *Has acquired a clear, natural pronunciation and intonation, using stress and prominence to support argument and extended explanation (Phonological Control).*

- Use sentence stress to emphasise key points in argument and explanation
- Improve rhythm and clarity in extended spoken responses
- Use intonation to signal opinion, contrast, and evaluation
- Develop more natural connected speech in longer turns
- Increase fluency in presentation and discussion tasks

NEF Upper Intermediate Unit 11 Pronunciation a-d

Grammar: *Shows a relatively high degree of grammatical control and can use a range of complex structures accurately to express evaluation, purpose, and consequence (Grammatical Accuracy).*

- Use advanced verb patterns accurately in discussing plans, goals, and choices
- Use complex sentence structures to evaluate alternatives and explain consequences
- Maintain control of form in extended spoken and written production
- Combine abstract topic vocabulary with more complex grammar appropriately
- Use grammar accurately when presenting and defending ideas

NEF Upper Intermediate Unit 11 Grammar a-e

Writing: *Can write clear, detailed discursive texts and reports, presenting information and viewpoint with relevant support and appropriate organisation (Reports and Essays / Overall Written Production).*

- Write a short report or essay evaluating options or presenting recommendations
- Organise information into coherent paragraphs with clear progression
- Use linking devices to develop argument and support opinion
- Present advantages, disadvantages, and conclusions clearly
- Maintain an appropriate semi-formal or formal register

NEF Upper Intermediate Unit 11 Writing a-c

Speaking: *Can develop a clear argument, expanding and supporting points of view with relevant subsidiary points and examples, and can respond effectively to others in discussion (Sustained Monologue: Putting a Case / Informal Discussion).*

- Discuss ambition, study, and work-related choices with supporting reasons
- Evaluate alternatives and explain preferred options clearly
- Develop extended spoken responses with examples and justification

- Respond to others' opinions and negotiate meaning in discussion
- Present ideas more formally when required

NEF Upper Intermediate Unit 11 Speaking a-f

Vocabulary: *Has a good range of vocabulary for matters connected to work, study, and general social topics and can vary formulation to avoid repetition (Vocabulary Range).*

- Use vocabulary related to work, study, ambition, and achievement
- Use lexical items associated with evaluation, decision-making, and recommendation
- Extend range through discussion of goals and future pathways
- Select more precise vocabulary in argument and explanation
- Use common collocations for work and study contexts accurately

NEF Upper Intermediate Unit 11 Vocabulary a-d

Listening: *Can understand extended spoken language on familiar and less familiar topics, identifying main ideas, speaker viewpoint, and supporting detail where ideas are clearly signposted (Overall Listening Comprehension / Listening to Audio Media and Recordings).*

- Listen for gist to identify topic, purpose, and overall direction of the listening text
- Listen for detail to identify reasons, examples, and conclusions
- Identify speaker attitude and degree of certainty
- Follow argument and explanation in extended spoken input
- Use listening evidence to support later discussion and written response

NEF Upper Intermediate Unit 11 Listening a-e

Exam Focus:

- TIE Exam – Speaking practise test

Irish Culture:

- Irish Myths & Legends

Suggested Supplementary Material:

- *Landmark Upper Intermediate – Unit 1*
- *Direct to FCE – Unit 1*
- *Empower B2 – Unit 4C*
- *Inside Out Upper Intermediate – Unit 10*
- *Objective FCE – Unit 23/24*
- *English Vocabulary in Use Upper-Intermediate – Unit 6/39*
- *English Pronunciation in Use Intermediate – Unit 46/47*
- *Irish Culture Book 2 – Unit 6*

AFTERNOON B2 Course Plan – Week 9

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 9	Contemporary issues, society, debate, evaluation, public opinion	Review and extension of complex sentence forms for argument, contrast, and evaluation	Participating in debate, evaluating evidence, responding to public issues, sustaining discussion	New English File Upper Intermediate Unit 12 P. 114

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints, identifying both overall meaning and detailed supporting information (Overall Reading Comprehension / Reading for Information and Argument).

- Read for gist to identify topic, purpose, and writer stance in contemporary issue texts
- Read for detail to identify evidence, examples, and supporting argument
- Infer meaning from context when reading abstract or issue-based vocabulary
- Recognise how argumentative texts are structured and developed
- Evaluate the relevance and strength of supporting information

NEF Upper Intermediate Unit 12 Reading a-e

Pronunciation: Has acquired a clear, natural pronunciation and intonation, using stress and rhythm effectively to express attitude, contrast, and involvement in discussion (Phonological Control).

- Use intonation to express agreement, reservation, and evaluation
- Improve sentence rhythm in extended argument and discussion
- Use stress to highlight key contrast and emphasis
- Develop greater fluency in spontaneous spoken interaction
- Maintain clarity in longer turns and multi-part responses

NEF Upper Intermediate Unit 12 Pronunciation a-d

Grammar: Shows a relatively high degree of grammatical control and can use complex structures accurately to argue, contrast, evaluate, and respond to topical issues (Grammatical Accuracy).

- Use a range of complex sentence forms to present and evaluate opinion
- Use contrast and concession structures accurately in discussion and writing
- Maintain control of form while developing longer arguments
- Combine evidence, example, and evaluation in coherent sentences
- Use review grammar accurately in more spontaneous communication

NEF Upper Intermediate Unit 12 Grammar a-e

Writing: Can write essays and reports which develop an argument systematically, highlighting significant points and supporting detail appropriately (Reports and Essays / Overall Written Production).

- Write an essay or report on a contemporary issue with a clear position
- Organise argument logically into well-developed paragraphs
- Use linking devices to structure contrast, support, and conclusion
- Present balanced evaluation with relevant support
- Maintain an appropriate formal register and accurate written conventions

NEF Upper Intermediate Unit 12 Writing a-c

Speaking: *Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternatives, and sustaining opinions with relevant explanations (Informal Discussion / Overall Spoken Interaction).*

- Discuss contemporary issues and public opinion with supporting reasons
- Evaluate different viewpoints and explain advantages and disadvantages
- Develop extended spoken responses with examples and clarification
- Respond to challenge and contrast other positions appropriately
- Maintain effective turn-taking and interaction in discussion

NEF Upper Intermediate Unit 12 Speaking a-f

Vocabulary: *Has a good range of vocabulary for matters connected to social issues, argument, and evaluation, and can vary formulation to avoid frequent repetition (Vocabulary Range).*

- Use vocabulary related to debate, public opinion, and social issues
- Use evaluative language to support and qualify opinions
- Extend lexical range through reading and discussion of current topics
- Select precise expressions for agreement, contrast, and criticism
- Use common collocations associated with argument and evaluation accurately

NEF Upper Intermediate Unit 12 Vocabulary a-d

Listening: *Can understand standard spoken language on both familiar and less familiar topics, identifying main ideas, specific detail, and speaker attitude even in more extended discussion (Overall Listening Comprehension / Listening to Audio Media and Recordings).*

- Listen for gist to identify issue, viewpoint, and speaker purpose
- Listen for detail to identify evidence, examples, and conclusions
- Identify speaker attitude and degree of conviction in discussion
- Follow extended spoken argument where the direction is clearly signposted
- Use listening input to support later summary, discussion, and writing tasks

NEF Upper Intermediate Unit 12 Listening a-e

Exam Focus:

- TIE Exam – Writing practice test

Irish Culture:

- Irish History & Culture

Suggested Supplementary Material:

- *Landmark Upper Intermediate – Unit 3*
- *Empower B2 – Unit 7*
- *New Inside Out Upper Intermediate – Unit*
- *Objective FCE – Unit 20/25*
- *English Vocabulary in Use Upper-Inter – Unit 37*
- *English File Upper-Inter Unit 8A*
- *English Pronunciation in Use – Unit 48-50*
- *Irish Culture Book 1/2 – Unit 10*

AFTERNOON B2 Course Plan – Week 10

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 10	Entertainment	Review of present tenses, adverbs and adjectives of degree	Disagreeing politely, talking about free time, art	Outcomes Upper-Intermediate Unit 1 P. 6

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can scan quickly through long and complex texts, locating relevant details, and can identify both general meaning and specific information in texts on familiar and less familiar topics (Reading for Information and Argument / Reading for Orientation).

- Read for gist to identify the topic and overall message in texts about entertainment and personal taste
- Read for specific information and do a jigsaw reading – *Heard It All Before*

Pronunciation: Has a clear, natural pronunciation and intonation, using stress and rhythm to express meaning and attitude effectively (Phonological Control)

- Has acquired clear, natural pronunciation and intonation.
- Practice the stress in adjectives and adverbs of degree
- Practice the stress and intonation when disagreeing politely

Grammar: Shows a relatively high degree of grammatical control and can use a range of structures accurately without causing misunderstanding (Grammatical Accuracy).

- Shows relatively high grammatical control and does not make errors that lead to misunderstanding.
- Extend their knowledge of structures and lexis used to talk about present and past habits
- Understand how to use and form adjectives and adverbs

Writing: Can write clear, connected text on a range of familiar topics, expressing opinions and giving reasons (Reports and Essays / Creative Writing).

- Produce short written responses describing personal tastes in entertainment
- Write paragraphs expressing opinions with supporting reasons

Speaking: Can interact with a degree of fluency and spontaneity, expressing and sustaining opinions and responding to others effectively (Overall Spoken Interaction / Informal Discussion).

- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible.
- Can account for and sustain opinions in discussion by providing relevant explanations.
- Talk about reading habits and how they spend their free time
- Express phrases to disagree politely
- Talk about the topic of art

Vocabulary: Has a good range of vocabulary to express viewpoints on most general topics and can vary formulation to avoid repetition (Vocabulary Range).

- Has a sufficient range of vocabulary to express viewpoints on most general topics.
- Use adjectives and adverbs of degree to describe films, music and books

- Use adjectives and expressions to describe pictures and paintings

Listening: Can understand extended speech on both familiar and unfamiliar topics and follow conversations between native speakers, identifying main ideas and specific detail (Overall Listening Comprehension / Understanding Conversation Between Other Speakers).

- Can keep up with an animated conversation between native speakers. Can understand extended speech on familiar and unfamiliar topics.
- Listen for general understanding and introduce structures and lexis used to talk about present and past habits - *A Question of Taste*
- Listen for general understanding and specific information and understand expressions for disagreeing politely
- Listen for key words and specific information in relation to adjectives and adverbs - *In The Picture*

Exam Focus:

- TIE Exam - Introduction to the TIE exam

Irish Culture:

- Visual Ireland

Suggested Supplementary Material:

- *Inside Out Upper Intermediate - Unit 9/10*
- *English File Upper Intermediate - Unit 3B*
- *Navigate B2 - Unit 11*
- *Empower B2 - Unit 3A*
- *English Vocabulary in Use Upper Intermediate - Unit 18-20*
- *English Pronunciation in Use Intermediate - Unit 30/31*
- *Irish Culture Book 2 - Unit 5*

AFTERNOON B2 Course Plan – Week 11

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 11	Sightseeing	Relative clauses, future time	Agreeing using synonyms, talking about places to visit, the future	Outcomes Upper-Intermediate Unit 2 P. 14

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints, identifying both main ideas and supporting detail (Reading for Information and Argument).

- Can understand articles concerned with contemporary issues where writers adopt particular viewpoints.
- Read for specific information, guess meaning from context and revise relative clauses – *A Carnival Atmosphere*

Pronunciation: Uses intonation and stress effectively to convey meaning, attitude, and emphasis (Phonological Control).

- Uses intonation effectively to express meaning and attitude.
- Understand the stress in adjectives and verbs to describe buildings and areas
- Understand the stress of adjectives for talking about the future

Grammar: Maintains consistent control of a range of complex sentence forms, including subordinate clauses and future reference (Grammatical Accuracy).

- Maintains consistent control of complex sentence forms.
- Understand and use relative clauses to add information about nouns or clauses
- Understand how to talk about the future using *going to* and *will*, the present simple and continuous and adjectives such as *due to* and *bound to*

Writing: Can write connected text describing experiences, events, and plans, and can give reasons and explanations for opinions (Correspondence / Reports and Essays).

- Can write connected text describing experiences and events
- Can produce short discursive texts giving reasons for opinions
- Write an email giving someone advice (p150-151)

Speaking: Can take an active part in informal discussion, expressing and defending opinions clearly and inviting others to contribute (Informal Discussion / Goal-Oriented Cooperation).

- Can take an active part in informal discussion, expressing and defending opinions
- Can help move discussion forward by inviting others to contribute.
- Agree using synonyms
- Talk about places to visit when on holidays
- Discuss future factors regarding their area where they live

Vocabulary: Has a good range of vocabulary for everyday topics and can use appropriate collocations and descriptive language (Vocabulary Range).

- Has a good range of vocabulary for everyday topics and current affairs.
- Use verbs and adjectives to describe buildings and areas
- Use phrases and collocations to talk about festivals and carnivals

Listening: Can follow extended discussions and understand both main ideas and specific details, even when not clearly structured (Understanding Conversation Between Other Speakers / Overall Listening Comprehension).

- Can follow extended discussions even when not clearly structured. Listen for key information and take notes – *About Town*
- Listen for general and specific information – *Worth A Visit*

Exam Focus:

- TIE Exam – Introduction to speaking part 1 - talking about yourself

Irish Culture:

- Irish Festivals and Social Life

Suggested Supplementary Material:

- *Inside Out Upper Intermediate – Unit 7*
- *English File Upper Intermediate – Unit 3A*
- *Navigate B2 – Unit 2*
- *Empower B2 – Unit 6*
- *Keynote Upper Intermediate – Unit 9*
- *English Vocabulary in Use Upper Intermediate – Unit 30/31*
- *English Pronunciation in Use Intermediate – Unit 30/31*
- *Irish Culture Book 2 - Unit 11*

AFTERNOON B2 Course Plan – Week 12

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 12	Things You Need	So, if and to, should + base, should have + past participle	Giving advice, past tenses	Outcomes Upper-Intermediate Unit 3 P. 24

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand detailed articles and reports on contemporary issues, identifying both explicit and implicit meaning (Reading for Information and Argument).

- Can understand detailed articles and reports on contemporary issues.
- Read for specific information and detail and use word association to extend vocabulary –
I am.....Mr Trebus

Pronunciation: Uses stress, rhythm, and connected speech features effectively to support meaning (Phonological Control).

- Intonation and stress patterns support meaning clearly.
- Understand how sounds are linked in speech and practise linking sounds

Grammar: Uses a range of complex structures with reasonable accuracy to express meaning clearly (Grammatical Accuracy).

- Uses a range of complex structures with reasonable accuracy. Explain purpose using *so, if* and *to*
- Understand how to talk to give advice using *should* + base form of the verb
- Express regret or criticism of past actions using *should have* + past participle

Writing: Can write clear, connected text describing experiences and giving explanations and reasons (Creative Writing / Reports and Essays).

- Write short texts explaining how things work
- Describe problems and suggest solutions
- Organise ideas logically using linking devices

Speaking: Can give clear, detailed descriptions and express opinions, reacting to others' viewpoints effectively (Overall Spoken Production / Informal Discussion).

- Can give clear, detailed descriptions on a wide range of subjects Can express opinions and react to others' viewpoints.
- Talk about tools and how to fix things
- Describe what things are for and how to use them
- Use expressions to describe or explain things when you don't know the words
- Talk about and reflect on the issues in a text – *I am.....Mr Trebus*

Vocabulary: Has sufficient lexical resources to describe situations, explain problems, and express opinions (Vocabulary Range).

- Has a sufficient range of language to describe situations and express opinions.
- Use words for common tools and explanation of their purpose

- Form and use nouns and verbs with suffixes, to use certain collocations with noun forms
- Use words and phrases to describe how things go wrong

Listening: *Can understand extended speech and identify both main ideas and specific information, even when not clearly structured (Overall Listening Comprehension).*

- Can understand extended speech even when it is not clearly structured.
- Listen for key information and key words in continuous speech – *Making Do*
- Listen for general and specific information – *Finding Fault*

Exam Focus:

- TIE Exam – Introduction to writing question 1 (unprescribed)

Irish Culture:

- Science, Innovation & Business

Suggested Supplementary Material:

- *Navigate B2 – Unit 4*
- *English Vocabulary in Use Upper Intermediate – Unit 39*
- *English Pronunciation in Use Intermediate – Unit 48/49*
- *Irish Culture Book 2 – Unit 4*

AFTERNOON B2 Course Plan – Week 13

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 13	Society	So, such for cause and result, the....the to show how things change	Talk about societal issues/problems agreeing and understanding	Outcomes Upper-Intermediate Unit 4 P. 32

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can quickly identify key points in longer texts and understand articles dealing with contemporary issues, recognising both general meaning and specific detail (Reading for Orientation / Reading for Information and Argument).

- Can quickly identify key points in longer texts.
- Read for general and specific understanding and express opinions about global problems – Only Connect

Pronunciation: Has clear and intelligible pronunciation and uses intonation to express agreement, understanding, and attitude (Phonological Control).

- Speech is generally intelligible with occasional lapses.
- Practise the intonation in expressions used to show agreement and understanding
- Practise recognising stress in fixed phrases

Grammar: Maintains control of common grammatical patterns and can use them to express relationships such as cause, result, and comparison (Grammatical Accuracy).

- Maintains control of common grammatical patterns.
- Understand and use of so and such to link cause and result
- Understanding and use the structure of the.....the to show how two or more things change

Writing: Can write formal and semi-formal texts requesting and giving information, expressing opinions clearly (Correspondence).

- Can write emails requesting and giving information.
- Write letters of complaint (p152-153)

Speaking: Can explain viewpoints clearly and respond to follow-up questions, maintaining interaction effectively (Information Exchange / Informal Discussion).

- Can explain viewpoints and respond to follow-up questions.
- Talk about society and social issues
- Use expressions to show agreement and understanding
- Think and talk about which social issues are important in their society
- Practise expressions used to comment on news stories

Vocabulary: Has a good range of vocabulary to discuss social, economic, and political topics (Vocabulary Range).

- Can vary formulation to avoid frequent repetition.
- Use words used to describe government actions and the economy

Listening: Can follow discussions involving several speakers and understand both main ideas and

specific information (Understanding Conversation Between Other Speakers).

- Can follow discussions involving several speakers. Listen for key information and hear key words in continuous speech – *The State of the Nation*
- Listen for general understanding – *Big Issues*

Exam Focus:

- TIE Exam – Introduction to speaking part 2 – talking about a book/news story

Irish Culture:

- English Spoken in Ireland

Suggested Supplementary Material:

- *Navigate B2 – Unit 6*
- *English Vocabulary in Use Upper Intermediate – Unit 12/13*
- *English Pronunciation in Use Intermediate – Unit 39*
- *Irish Culture Book 1 – Unit 7*

AFTERNOON B2 Course Plan – Week 14

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 14	Sports and Interests	<i>Should have, could have, would have, present perfect and continuous</i>	Talk about sport and fitness, injuries and accidents	Outcomes Upper-Intermediate Unit 5 P. 42

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand structured texts and identify the writer's opinion and supporting detail (Reading for Information and Argument).

- Can understand the writer's opinion in structured texts. Read for detail – *Sport - You've Got To Love It*

Pronunciation: Uses clear pronunciation and intonation to convey meaning, including expressing surprise and emphasis (Phonological Control).

- Pronunciation is clearly intelligible. Practise rising intonation to express surprise when asking questions to check what you heard
- Practise the pronunciation of *should(n't) have, could(n't) have* and *would(n't) have*
- Pronounce correctly the present perfect simple and continuous forms

Grammar: Uses a variety of verb forms accurately to express past evaluation and ongoing actions (Grammatical Accuracy).

- Errors are minor and rarely impede communication. Understand how to form and use *should(n't) have, could(n't) have* and *would(n't) have*
- Understand how to form and use the present perfect continuous in contrast with the present perfect simple

Writing: Can write connected text describing experiences and evaluating past actions (Creative Writing).

- Write about past experiences using appropriate tenses
- Express evaluation and reflection
- Use linking devices to organise ideas

Speaking: Can develop an argument with supporting detail and maintain extended discourse (Sustained Monologue).

- Can develop an argument with supporting details. Talk about sports and interests
- Practise ways of checking what they heard

Vocabulary: Has a sufficient range of vocabulary to discuss health, fitness, and activities (Vocabulary Range).

- Can discuss familiar and less familiar topics. Use words and expressions to describe how fit they are
- Use vocabulary related to specific sports
- Use words that describe problems people have when they are hurt in accidents

Listening: Can understand most recorded material on familiar topics and identify both general meaning and detail (Overall Listening Comprehension).

- Can understand most radio or recorded material on familiar topics. Listen for general and specific understanding – *Time Out*
- Listen for general and specific understanding – *A Bit Extreme*

Exam Focus:

- TIE Exam – Introduction to writing part 2 (prescribed)

Irish Culture:

- Irish Sport

Suggested Supplementary Material:

- *Navigate B2 – Unit 1.2*
- *English File Upper Intermediate – Unit 2A*
- *Empower B2 – Unit 3A/B*
- *Keynote Upper Intermediate – Unit 8*
- *English Vocabulary in Use Upper Intermediate – Unit 17*
- *English Pronunciation in Use Intermediate – Unit 52*
- *Irish Culture Book 2 – Unit 2*

AFTERNOON B2 Course Plan – Week 15

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 15	Accommodation	Modifiers, passive with <i>have/get something done</i>	Talk about places they have been to, negative questions for opinion/surprise	Outcomes Upper-Intermediate Unit 6 P. 50

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can scan texts for relevant information and understand detailed descriptions of experiences (Reading for Orientation).*

- Can scan texts for relevant information.
- Read to confirm predictions and for specific information – *A Shock To The System*

Pronunciation: *Uses appropriate stress patterns to enhance clarity and meaning (Phonological Control).*

- Uses appropriate stress patterns.
- Recognise and practise the stress on modifiers and adjectives

Grammar: *Uses complex sentence structures with reasonable accuracy to describe actions and experiences (Grammatical Accuracy).*

- Uses complex sentences with some control.
- Understand how to use modifiers to make adjectives, adverbs and nouns stronger or weaker
- Understand how to form and use the passive structure *have/get something done*

Writing: *Can write clear, detailed descriptions of experiences and produce structured texts for practical purposes (Creative Writing).*

- Can describe experiences in detail. Write a leaflet or a poster (p154-155)

Speaking: *Can collaborate in problem-solving discussions and express opinions effectively (Goal-Oriented Cooperation).*

- Can collaborate in problem-solving discussions. Talk about places they have been to
- Practise ways of using negative questions to express opinion and surprise
- Participate in conversations about accommodation problems

Vocabulary: *Uses topic-specific vocabulary with flexibility and accuracy (Vocabulary Range).*

- Uses topic-specific vocabulary with some flexibility.
- Use words and expressions to describe places to stay
- Learn and use some useful idioms

Listening: *Can follow extended talk and understand main points and supporting detail (Understanding Conversation).*

- Can follow the main points of extended talk.
- Listen for general and specific understanding – *Going Places*
- Listen for general and specific understanding – *Sorted!*
- Listen for general and specific understanding – *A Shock to the System*

Exam Focus:

- TIE Exam – Introduction to speaking part 3 – an investigation

Irish Culture:

- Irish Culture & History

Suggested Supplementary Material:

- *Navigate B2 – Unit 6*
- *Inside Out Upper Intermediate – Unit 7*
- *English File Upper Intermediate – Unit 3A*
- *Empower B2 – Unit 7B*
- *English Vocabulary in Use Upper Intermediate – Unit 11/31*
- *English Pronunciation in Use Intermediate – Unit 41*
- *Irish Culture Book 1/2 – Unit 10*

AFTERNOON B2 Course Plan – Week 16

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 16	Nature	Narrative tenses, participle clauses	Talking about the weather/animals & nature, telling stories	Outcomes Upper-Intermediate Unit 7 P. 60

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand detailed descriptions and articles on familiar and less familiar topics, identifying both overall meaning and specific supporting detail (Reading for Information and Argument).*

- Can understand detailed descriptions.
- Complete a jigsaw reading and develop detailed reading skills and awareness of lexical cohesion – *Animals Making Headlines*

Pronunciation: *Has a clear, natural pronunciation and intonation, using stress and weak forms effectively to support meaning (Phonological Control).*

- Intonation conveys attitude effectively. Practise the weak pronunciation of *was*

Grammar: *Shows a relatively high degree of grammatical control and can use complex structures accurately to describe sequences and relationships between events (Grammatical Accuracy).*

- Shows good control of frequently used structures. Understand how to use narrative tenses to tell stories
- Understand how to form and use participle clauses

Writing: *Can write clear, connected texts describing experiences and events in an organised and engaging way (Creative Writing).*

- Write short narrative texts describing events in nature or unusual experiences
- Sequence events logically using appropriate past forms
- Use descriptive language to make writing more vivid

Speaking: *Can maintain interaction and give clear, detailed descriptions of experiences, reactions, and events, with only limited support (Overall Spoken Interaction / Sustained Monologue).*

- Can maintain conversation with minimal support. Talk about experiences with the weather
- Make stories more dramatic using patterns such as *as...as*, *so + adjective* and *something like*
- Discuss statements relating to animals and nature

Vocabulary: *Has a good range of vocabulary for matters connected to general topics and can vary formulation to avoid repetition (Vocabulary Range).*

- Has sufficient lexical resources for extended discussion. Use words and expressions to describe the weather
- Understand and use certain words that have different meanings

Listening: *Can understand extended speech and narratives on familiar and unfamiliar topics, identifying both main ideas and specific detail (Overall Listening Comprehension).*

- Can follow extended narratives. Listen for general and specific understanding – *Weather The Storm*
- Listen for general and specific understanding – *Plant Life*

Exam Focus:

- TIE Exam – Writing a letter/email

Irish Culture:

- Irish Weather

Suggested Supplementary Material:

- *Keynote Upper Intermediate – Unit 11*
- *English File Upper Intermediate – Unit 4A*
- *Empower B2 – Unit 2A/B*
- *English Vocabulary in Use Upper Intermediate – Unit 23/25*
- *Headway Pronunciation Upper Intermediate – p7*
- *Irish Culture Book 1 – Unit 8*

AFTERNOON B2 Course Plan – Week 17

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 17	Crime and Punishment	Modal verbs for certainty in past/present/future, prepositional phrases	Talk about crime and punishment, comment on stories/trends	Outcomes Upper-Intermediate Unit 8 P. 68

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can identify key information quickly in longer texts and follow the development of ideas in texts on contemporary topics (Reading for Orientation / Reading for Information and Argument).

- Can identify key information quickly. Respond to information and read closely to put sentences in a text

Pronunciation: Has clear pronunciation and uses stress and intonation effectively to express reaction, attitude, and involvement (Phonological Control).

- Maintains clear articulation. Understand the stress and intonation in comments and questions when responding to a story

Grammar: Uses a range of verb forms and structures accurately to express degrees of certainty and define ideas more precisely (Grammatical Accuracy).

- Uses a variety of verb forms accurately. Understand how to use the modal verbs *must*, *can't*, *might* and *could* to express degrees of certainty about the past, present and future
- Understand how to form and use prepositional phrases to define nouns

Writing: Can write connected texts and messages giving explanations, descriptions, and narrative detail with appropriate sequencing (Correspondence / Creative Writing).

- Can write messages giving explanations. Write a story (p156-157)

Speaking: Can take an active part in informal discussion, expressing agreement, disagreement, and reaction appropriately (Informal Discussion).

- Can express agreement and disagreement. Talk about crime and punishment
- Make comments and ask follow up questions when listening to stories

Vocabulary: Has a sufficient range of vocabulary to discuss familiar and less familiar topics and can paraphrase when precise words are not available (Vocabulary Range).

- Can paraphrase when lacking precise words. Use words and expressions to describe crime and punishment
- Practise words and phrases used to talk about trends and statistics

Listening: Can follow changes of topic and viewpoint in extended discussions and identify both general meaning and specific information (Understanding Conversation / Overall Listening Comprehension).

- Can follow topic changes in discussion.
- Listen for general and specific understanding – *Caught in the Act*
- Listen in order to take notes and for specific understanding – *Behind Bars*
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Introduction to speaking part 4 – collaborative task

Irish Culture:

- Irish History on Film

Suggested Supplementary Material:

- *English File Upper Intermediate – Unit 8A*
- *Navigate B2 – Unit 7*
- *Empower B2 – Unit 8B*
- *English Vocabulary in Use Upper Intermediate – Unit 37*
- *Headway Pronunciation Upper Intermediate – p15/35*
- *English Pronunciation in Use Intermediate – Unit 42*
- *Irish Culture Book 1 – Unit 11*

AFTERNOON B2 Course Plan – Week 18

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 18	Careers and Studying	Conditionals with past and present tenses	Talk about careers and study, emphasising certainty, presentations	Outcomes Upper-Intermediate Unit 9 P. 78

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand articles and reports in which viewpoints are supported by evidence, identifying both overall meaning and relevant detail (Reading for Information and Argument).

- Can understand viewpoints supported by evidence. Read and respond to information in a text and scan a text for specific information – *Starting Out*

Pronunciation: Has clear pronunciation and can use stress, contraction, and chunking to support listener understanding (Phonological Control).

- Stress patterns generally correct. Practise the form, use and strong stress in expressions to show how sure they are that something will happen
- Practise the contracted forms of *would* and *had* in spoken English
- Practise the way that grouping words together and stressing only key words makes a speech clearer and more fluent

Grammar: Shows a relatively high degree of grammatical control and can use conditional structures accurately to discuss real, probable, and hypothetical situations (Grammatical Accuracy).

- Errors do not hinder meaning.
- Understand how to use conditional forms with present tenses to talk about real or probable events now or in the future
- Understand how to form and use conditional with past tense forms

Writing: Can write clear, connected text on topical issues, explaining ideas and supporting opinions appropriately (Reports and Essays / Overall Written Production).

- Write about a news story in a clear and organised way
- Summarise key points and supporting detail
- Present ideas with logical paragraphing and cohesion

Speaking: Can develop a clear spoken argument, giving advantages and disadvantages and supporting ideas with relevant detail (Sustained Monologue / Addressing Audiences).

- Can explain advantages and disadvantages.
- Talk about careers and studying
- Express how sure they are that something will happen
- Talk about young people and employment
- Deliver a 5 minute presentation

Vocabulary: Has a good range of vocabulary for matters connected to work, study, and general social topics, using appropriate collocations (Vocabulary Range).

- Uses appropriate collocations.

- Use words and expressions to describe aspects of people's working life
- Understand how to make a presentation using the correct words and phrases

Listening: ***Can understand extended explanations and presentations, identifying both main stages and specific supporting information (Overall Listening Comprehension / Note-taking).***

- Can understand extended explanations.
- Listen for general and specific understanding – *The World of Work*
- Listen for general and specific understanding – *Starting Out*
- Listen to a presentation and note its main stages and the language used

Exam Focus:

- TIE Exam – Writing about a news story

Irish Culture:

- Irish Literature

Suggested Supplementary Material:

- *Empower B2 – Unit 5B*
- *Keynote Upper Intermediate – Unit 2*
- *English Vocabulary in Use Upper Intermediate – Unit 14/15*
- *English Pronunciation in Use Intermediate – Unit 40/41*
- *Irish Culture Book 1 – Unit 9*

AFTERNOON B2 Course Plan – Week 19

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 19	Socialising	Future perfect, question tags	Talk about celebrations/ festivals, making arrangements, small talk	Outcomes Upper-Intermediate Unit 10 P. 86

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can identify relevant information quickly in news-style and contemporary texts and can infer meaning and viewpoint from context (Reading for Orientation).

- Can identify relevant news content quickly.
- Read to confirm predictions, infer and respond to information in a text – *From Faux Pas To Front Page News*

Pronunciation: Uses intonation effectively to support meaning, especially when checking information and seeking agreement (Phonological Control).

- Pronunciation supports clarity. Practise falling and rising intonation in question tags

Grammar: Shows good grammatical control and can use future and interactive forms appropriately in conversation and writing (Grammatical Accuracy).

- Uses past and future forms appropriately.
- Understand how to form and use the future perfect
- Understand how to form and use question tags to ask for agreement or to ask for confirmation of an idea

Writing: Can write connected texts narrating events and presenting personal information in an organised way (Creative Writing / Overall Written Production).

- Can narrate events.
- Write a personal statement (p158-159)

Speaking: Can exchange information clearly and take part in social interaction using appropriate conversational strategies (Information Exchange / Conversation).

- Can describe events clearly. Talk about festivals and celebrations
- Use expressions to make an arrangement
- Make small talk and use question tags to ask questions and make comments and requests

Vocabulary: Has a good range of vocabulary for social interaction, current events, and everyday conversation (Vocabulary Range).

- Can discuss current events.
- Use words and expressions to describe festivals and celebrations
- Use expressions to talk about making mistakes
- Use phrases and expressions to talk about parties

Listening: Can follow conversations and news-style input on familiar and less familiar topics, identifying situation, topic, and key detail (Understanding Conversation / Overall Listening Comprehension).

- Can follow news-style reporting.

- Listen for general and specific understanding – *Celebrate Good Times*
- Listen to small talk and recognise the situation
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Speaking – Talking about yourself

Irish Culture:

- St Patrick

Suggested Supplementary Material:

- *Navigate B2 – Unit 3.1*
- *English Pronunciation in Use Intermediate – Unit 54*
- *Irish Culture Book 2 – Unit 11*

AFTERNOON B2 Course Plan – Week 20

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 20	Transport and Travel	Uncountable nouns, <i>what</i> and <i>the thing that</i>	Talk about travel, expressing surprise, different types of travel	Outcomes Upper-Intermediate Unit 11 P. 96

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand factual, historical, and biographical texts, identifying relevant detail and following the sequence of information clearly (Reading for Information).

- Can understand historical or biographical texts.
- Respond to information in a text and scan for specific information – *The Trip of a Lifetime*

Pronunciation: Has clear pronunciation and uses stress and intonation to express surprise and involvement effectively (Phonological Control).

- Rhythm supports listener understanding Practise strong stress and high intonation in questions when responding to surprising or shocking information

Grammar: Maintains consistent grammatical control and can use structural variation to add emphasis and precision (Grammatical Accuracy).

- Maintains control of narrative tenses. Understand how to use uncountable nouns
- Understand how to change the order of a sentence with *what* and *the thing that* to form empathic structures

Writing: Can write clear, connected texts describing experiences, events, and practical situations with appropriate organisation (Overall Written Production / Creative Writing).

- Write a structured letter related to travel or personal experience
- Organise events and information clearly
- Use appropriate linking devices to improve cohesion

Speaking: Can give clear, detailed descriptions of experiences and respond spontaneously with appropriate comments and reactions (Overall Spoken Production / Conversation).

- Can describe experiences in sequence.
- Express surprise by repeating information and adding questions or comments
- Talk about the appeal of different types of journeys and problems with them

Vocabulary: Has a sufficient range of vocabulary to discuss travel, transport problems, and personal experience in detail (Vocabulary Range).

- Has lexical resources for discussing life events
- Use words and expressions to discuss problems when renting a car/boat/etc.
- Use vocabulary and phrases to describe driving experiences

Listening: Can follow extended narrative and descriptive accounts and identify both overall meaning and specific supporting information (Overall Listening Comprehension).

- Can follow extended narrative accounts. Listen for general and specific understanding – *On The Road*
- Listen for specific information – *What Drives Me Mad*

Exam Focus:

- TIE Exam – Writing a letter

Irish Culture:

- How Irish Move

Suggested Supplementary Material:

- *Navigate B2 – Unit 2*
- *Empower B2 – Unit 6*
- *Inside Out Upper Intermediate – Unit 7*
- *English File Upper Intermediate – Unit 3A*
- *English Vocabulary in Use Upper Intermediate – Unit 30/31*
- *English Pronunciation in Use Intermediate – Unit 55*
- *Irish Culture Book 2 – Unit 8*

AFTERNOON B2 Course Plan – Week 21

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 21	Health and Medicine	<i>Supposed to be -ing, should for future, determiners</i> before nouns	Talk about health and illnesses, tell jokes	Outcomes Upper-Intermediate Unit 12 P. 104

Weekly Outcomes: *By the end of this week, students should be able to:*

Reading: *Can understand texts that develop ideas through explanation and can identify cause-and-effect relationships in extended texts (Reading for Information and Argument).*

- Can identify cause and effect relationships
- Read for specific information – *Just Clowning Around*

Pronunciation: *Uses stress, contraction, and pausing effectively to support meaning and listener comprehension (Phonological Control).*

- Uses stress for emphasis Practise the pronunciation of the normal contracted form of *supposed to be*
- Use the correct stress and pausing when telling a joke

Grammar: *Uses modal and determiner systems effectively and accurately in spoken and written communication (Grammatical Accuracy).*

- Uses modal verbs effectively Understand how to form and use *supposed to be -ing* and *should* for talking about the future
- Understand how to use determiners before nouns to show which or how many things you are talking about

Writing: *Can write structured texts giving information, advice, and explanation with appropriate organisation and clarity (Correspondence / Reports and Essays).*

- Can write messages offering advice

Speaking: *Can cooperate in discussion, suggest solutions, and exchange experiences clearly and effectively (Goal-Oriented Cooperation / Information Exchange).*

- Can suggest solutions.
- Talk about herbal medicine and their experiences of being ill
- Use imperatives to ask people to pass on messages
- Discuss medical tourism
- Practise telling jokes

Vocabulary: *Has a good range of vocabulary for describing health problems, the body, treatment, and practical situations (Vocabulary Range).*

- Uses functional language for problem solving Use words and expressions to describe health problems
- Use vocabulary to describe parts of the body and operations

Listening: *Can follow explanations, discussions, and problem-solving exchanges, identifying both main points and specific detail (Understanding Conversation / Note-taking).*

- Can follow explanations and solutions
- Listen for general and specific understanding - *I Feel Awful*
- Listen and take notes - *Foreign Bodies*

Exam Focus:

- TIE Exam - Speaking - Planning an investigation

Irish Culture:

- Irish Music

Suggested Supplementary Material:

- *Keynote Upper Intermediate - Unit 8*
- *Empower B2 - Unit 9A*
- *Inside Out Upper Intermediate - Unit 4*
- *English File Upper Intermediate - Unit 2A*
- *English Vocabulary in Use Upper Intermediate - Unit 27/28/45*
- *Headway Pronunciation Upper Intermediate - p44/45*
- *Irish Culture Book 1 - Unit 4/5*

AFTERNOON B2 Course Plan – Week 22

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 22	Life-Changing Events	Past perfect simple, present continuous with frequency adverbs	Talk about major life events/rites/ceremonies, anger and annoyances	Outcomes Upper-Intermediate Unit 13 P. 114

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can extract relevant detail from longer texts and follow the development of information on familiar and less familiar topics (Reading for Orientation).

- Can extract key details from longer texts Read and respond to information in a text and scan for specific information – *How To Manage Conflicts*

Pronunciation: Maintains clear pronunciation in connected speech, including more complex past forms (Phonological Control).

- Speech remains clear. Practise the pronunciation of *had* and *been* when using past perfect forms in continuous speech

Grammar: Shows flexibility and control in the use of complex tense systems and structures for describing habits and past reference (Grammatical Accuracy).

- Shows flexibility with complex forms
- Understand how to form and use the past perfect simple and continuous to emphasise something that happened before another past event that has already been mentioned
- Understand how to form and use the present continuous with frequency adverbs and *wish + would* to express habits

Writing: Can write clear, connected text on personal and cultural topics, explaining significance and supporting ideas appropriately (Overall Written Production / Creative Writing).

- Write about a book or life event in an organised and coherent way
- Explain significance and personal reaction clearly
- Use appropriate paragraphing and linking devices

Speaking: Can take an active part in informal discussion, negotiate meaning, and express personal experience and reaction clearly (Informal Discussion).

- Can negotiate meaning.
- Talk about major life events
- Use expressions to say that they are sure something will happen
- Discuss what they argue about; who, with and what annoys them
- Talk about rites and ceremonies from their own experiences

Vocabulary: Can reformulate and extend ideas using a good range of vocabulary connected to abstract and personal topics (Vocabulary Range).

- Can reformulate ideas.
- Use words and expressions to describe life changing events
- Organise a presentation and use words and phrases in presentations

Listening: Can understand extended discussions involving opinion, experience, and cultural

description, identifying both main ideas and specific information (Overall Listening Comprehension).

- Can understand discussions involving opinions.
- Listen for general and specific understanding – *Going Through Changes*
- Listen to people describing rites and ceremonies and for specific information – *From The Cradle To The Grave*

Exam Focus:

- TIE Exam – Writing about a book they have read

Irish Culture:

- Irish Character & Relationships

Suggested Supplementary Material:

- *Navigate B2 – Unit 2.2*
- *Empower B2 – Unit 4A*
- *Inside Out Upper Intermediate – Unit 5*
- *English Vocabulary in Use Upper Intermediate – Unit 47/48*
- *English Pronunciation in Use Intermediate – Unit 35*
- *Irish Culture Book 2 – Unit 3*

AFTERNOON B2 Course Plan – Week 23

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 23	Banks and Money	Passives, <i>wish</i>	Talk about money, apologising/ offering Explanations, debating	Outcomes Upper-Intermediate Unit 14 P. 122

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can understand explanatory texts on familiar and less familiar topics and work out meaning from context when reading independently (Reading for Information).

- Can interpret detailed explanations.
- Read and respond to information in a text and work out word meaning from context – *The Magic Moneybag*

Pronunciation: Uses stress, weak forms, and intonation effectively to support explanation and persuasion in spoken interaction (Phonological Control).

- Intonation supports discourse.
- Practise the strong stresses and weak sounds when offering explanations
- Practise the pronunciation of numbers

Grammar: Maintains a high level of grammatical control and can use passive forms and wish-structures accurately to express attitude and regret (Grammatical Accuracy).

- Maintains high level of control. Understand how to use different passive forms
- Understand how to use *wish* to refer to current situations that can't be changed and regrets about past situations

Writing: Can write essays that present an argument systematically, highlighting significant points and supporting detail appropriately (Reports and Essays).

- Can present arguments systematically.
- Write an essay to argue a case (p162-163)

Speaking: Can develop arguments logically, sustain a viewpoint, and respond appropriately in discussion and debate (Sustained Monologue / Informal Discussion).

- Can develop arguments logically.
- Talk about their attitude to money
- Use expressions for apologising and offering explanations
- Discuss Chinese sayings
- Talk about lotteries
- Practise debating skills

Vocabulary: Has a wide lexical repertoire for discussing abstract topics such as finance, values, and social attitudes (Vocabulary Range).

- Uses a wide lexical repertoire.
- Use words and expressions to describe money problems
- Use expressions using metaphors

Listening: Can follow extended multi-speaker exchanges and identify key viewpoints, supporting arguments, and detail (Understanding Conversation / Note-taking).

- Can follow multi-speaker exchanges.
- Listen for general and specific understanding – *Money Troubles*
- Listen to a debate between two opposing views and practise note taking
- Understand aspects of fast speech

Exam Focus:

- TIE Exam – Speaking – A collaborative task

Irish Culture:

- Science, Innovation & Business

Suggested Supplementary Material: (*Note: This GE material is also referenced in week 16)

- *Navigate B2 – Unit 3*
- *Keynote Upper Intermediate – Unit 5*
- *English File Upper Intermediate – Unit 9A*
- *Empower B2 – Unit 8*
- *English Vocabulary in Use Upper Intermediate – Unit 38*
- *Headway Pronunciation Upper Intermediate – p37*
- *Irish Culture Book 2 – Unit 4*

AFTERNOON B2 Course Plan – Week 24

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 24	Food	Linking words in sentences, reporting verbs	Talking about food/cooking, vague language	Outcomes Upper-Intermediate Unit 15 P. 132

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can evaluate viewpoints in texts on familiar and less familiar topics, identifying both main argument and relevant supporting information (Reading for Information and Argument).

- Can evaluate viewpoints. Read and respond to information in a text and scan for specific information – *Food, Friends, Family*

Pronunciation: Has clear, natural pronunciation and can respond appropriately to variation in spoken English (Phonological Control).

- Speech is natural and clear.
- English from around the world

Grammar: Uses complex structures accurately and can control linking and reporting patterns in more developed spoken and written discourse (Grammatical Accuracy).

- Uses complex structures accurately.
- Understand how to use linking words in sentences
- Practise patterns after reporting verbs

Writing: Can write clear, connected texts expressing evaluation and personal response with appropriate structure and supporting detail (Creative Writing / Reports and Essays).

- Write a review with clear organisation and evaluative language
- Use appropriate linking devices to organise ideas
- Present opinion and justification coherently

Speaking: Can participate actively in extended discussion, expressing nuanced views and reacting appropriately to others' contributions (Overall Spoken Interaction / Informal Discussion).

- Can participate actively in extended discussion.
- Talk about food and cooking
- Practise ways of using vague language to show inexactness when talking
- Discuss books/blogs about cooking

Vocabulary: Has a broad enough vocabulary to express nuance and discuss both concrete and abstract aspects of everyday topics (Vocabulary Range).

- Can express nuance.
- Use words, expressions and verbs to describe foods and cooking
- Practise the use of prefixes
- To use expressions used to talk about food related issues

Listening: Can understand extended spoken reasoning and identify gist, specific information, and viewpoint in topic-based listening texts (Overall Listening Comprehension).

- Can understand extended reasoning.
- Listen for specific understanding – *What's Cooking?*
- Listen to news stories for gist and specific information

Exam Focus:

- TIE Exam – Writing a review

Irish Culture:

- Irish Food

Suggested Supplementary Material:

- *Keynote Upper Intermediate – Unit 5*
- *Inside Out Upper Intermediate – Unit 6*
- *English Vocabulary in Use Upper Intermediate – Unit 21*
- *English Pronunciation in Use Intermediate – Unit 58/59*
- *Irish Culture Book 1 – Unit 2*

AFTERNOON B2 Course Plan – Week 25

Week	Topic + vocabulary	Main language focus	Life skills	Core Resources
Week 25	Business	Future continuous, necessity and ability	Talk about business, phoning, writing emails/websites	Outcomes Upper-Intermediate Unit 16 P. 140

Weekly Outcomes: By the end of this week, students should be able to:

Reading: Can review longer texts efficiently, identifying overall meaning, key detail, and relevant supporting information in independently read texts (Reading for Orientation / Reading for Information and Argument).

- Can review longer texts efficiently. Read and respond to information in a text – *New African Entrepreneurs*

Pronunciation: Has clear and intelligible pronunciation and can handle practical spoken language accurately in everyday and professional contexts (Phonological Control).

- Clear and intelligible throughout. Practise saying email addresses and websites

Grammar: Maintains consistent grammatical control and can use future and modal-related structures accurately in practical and professional communication (Grammatical Accuracy).

- Maintains consistent control. Understand how to use the future continuous when making arrangements and plans
- Understand how to express necessity and ability

Writing: Can produce clear, well-structured written texts for practical purposes, selecting appropriate register and organisation (Overall Written Production / Correspondence).

- Can produce clear, well-structured text summarising learning. Writing formal/informal emails (p164-165)

Speaking: Can give clear, detailed spoken responses, summarise and evaluate information, and adjust register appropriately in discussion (Overall Spoken Production / Informal Discussion / Information Exchange).

- Can summarise and evaluate information.
- Talk about discrimination in the workplace
- Practise ways of using *would* to show formality
- Discuss their personal experiences of businesses
- Talk about reality TV shows

Vocabulary: Has a broad lexical repertoire for discussing practical, professional, and social topics with an appropriate degree of precision (Vocabulary Range).

- Uses a broad lexical repertoire appropriately
- Use telephone expressions to give reasons for phoning
- Use key language to talk about how companies start and develop
- To use words and phrases used in business

Listening: Can understand most spoken input in familiar and semi-formal contexts, identifying main stages, specific information, and speaker purpose (Overall Listening Comprehension / Note-

taking).

- Can understand most spoken input in familiar contexts.
- Listen to a presentation and note its main stages and the language used – *The Mother Used*

Exam Focus:

- TIE Exam – Talking about a news story

Irish Culture:

- How Irish Speak

Suggested Supplementary Material: (*Note: This GE material is the same as week 14)

- *Navigate B2 – Unit 3*
- *Keynote Upper Intermediate – Unit 5*
- *English File Upper Intermediate – Unit 9A*
- *Empower B2 – Unit 8*
- *English Vocabulary in Use Upper Intermediate – Unit 38*
- *Irish Culture Book 2 – Unit 7*