

ADVANCED (A1)
ENGLISH TO SPEAKERS OF OTHER LANGUAGES

New Headway Student's Book;
New Headway Teacher's Resource Book;
New Headway Workbook;

C1 - Advanced (Weekly Course Schedule)

WEEK 1 (C1)	
Learning objectives/'Can do' focus (By the end of the week students...)	<ul style="list-style-type: none"> Students are able to avoid repetition in oral and written expression. They become familiar with different accents (educated native speaker from various countries)
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> Grammar: Avoiding repetition: missing words out (<i>She told me to tidy up, but I already had</i>). Avoiding repetition: reduced infinitives (<i>She doesn't know how to read. She never learnt</i>). Avoiding repetition: synonyms in context (<i>I don't trust this government. I have no faith in them whatsoever</i>). Vocabulary: Describing nationalities. British and American English in contrast: We've got a small flat vs. We have a small apartment. Pronunciation: Noting accent as identity marker. Skills and interactions: Avoiding repetition in oral and/or written exchanges. Jigsaw reading for general comprehension. Reading a personal story for general and detailed comprehension. Listening to a life story for key words. Listening to a narrative for general and detailed comprehension. Listening to an interview for general comprehension. Listening to an interview and recognizing accent as identity marker.
Suggested techniques, additional material, and activities	<ul style="list-style-type: none"> Suggestion: Generation Emigration (http://www.irishtimes.com/blogs/generationemigration/) NH - Advanced - CEFR Mapping (Teachers' Club) NH - Advanced - Word List (Teachers' Club)

<p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> • NH – Advanced - CEFR Mapping (Teachers' Club) • NH – Advanced - Word List (Teachers' Club) • NH – Advanced - Tapescripts (Teachers' Club) • NH – Advanced – Crossword Maker (Teachers' Club) • NH – Teachers' Lessons (Teachers' Club) • NH – How to (Teachers' Club) • NH – Examination Training (Teachers' Club) • NH – Advanced – Student Site (OUP) • NH - Wordzone (OUP) • NH – Wordzone – Archive (OUP) • NH – Website Learning Record (OUP) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • Surveys • Think-pair-share • Photocopiable materials (unit 1) (New Headway – Teacher's Book - Teacher's Room) • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Research projects • Blogs and/or social media for specific purposes • Elicitation • Deduction • Word association exercises • Vocabulary identification exercises • Competitions • Pictures and images (on the Liffey College server) • Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning
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English\Pronunciation\The sounds of English)

- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher's room)
- Realia (Teacher's room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers' Room)
- Spelling bees
- Flashcards (Teacher's room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation "tongue-twisters"
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers' Club – OUP](#))
- Wordsearches
- "teach the teacher"
- Personalization
- Find someone who...
- Tables
- Examples
- Ancillary material (Teachers' room, server and online)
- Educational posters (classroom walls)

	<ul style="list-style-type: none"> • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids

	<ul style="list-style-type: none"> • Information gaps • For and against • Sales pitches • Research projects • Blogs and/or social media for specific purposes • Debates and discussions • Weekly key sentence test (20 sentence cloze test which assesses students' knowledge of material covered in previous week's lessons). • Unit 1 -
WEEK 2 (C1)	•
Learning objectives/'Can do' focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to exchange opinions on controversial topics: stereotypes, emigration, immigration, assimilation. They are able to cope with different accents (educated native speaker from various countries)
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Avoiding repetition: synonyms in context (<i>I don't trust this government. I have no faith in them whatsoever</i>). • Vocabulary: National stereotypes. Emigration and immigration; assimilation. Melting pot or mosaic? British and American English • Pronunciation: Register and tone. • Skills and interactions: Discussing controversial topics in a friendly environment. Asserting one's opinion on the topics of stereotypes. Brainstorming ideas on national stereotypes. Researching, reading, and assessing texts and opinions on stereotypes. Participating in a discussion based on the film "Legally Blonde" (excerpt). Discussing the issue of emigration and immigration in the contemporary Irish context (and economy.) Discussing assimilation. Reading about the concepts of melting pot and mosaic? Distinguishing British and American English vocabulary. Reading a story for key words. Reading narrative for general and detailed comprehension. Listening to a conversation for key words. Listening to an interview for general and detailed comprehension. Writing: formal and informal letters and/or emails e.g., to the Letters section (newspaper).
Suggested techniques, additional material,	<ul style="list-style-type: none"> • Suggestion: • Understanding American Culture. From Melting Pot to Salad Bowl

<p>and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</p>	<p>(http://www.culturalsavvy.com/understanding_american_culture.htm)</p> <ul style="list-style-type: none"> • America: Mosaic or Melting Pot? (http://vimeo.com/28234036) • NH – Advanced - CEFR Mapping (Teachers' Club) • NH – Advanced – Word List (Teachers' Club) • NH – Advanced - Tapescripts (Teachers' Club) • NH – Advanced – Crossword Maker (Teachers' Club) • NH – Teachers' Lessons (Teachers' Club) • NH – How to (Teachers' Club) • NH – Examination Training (Teachers' Club) • NH – Advanced – Student Site (OUP) • NH - Wordzone (OUP) • NH – Wordzone – Archive (OUP) • NH – Website Learning Record (OUP) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • Surveys • Think-pair-share • Photocopiable materials (unit 1) (New Headway – Teacher's Book - Teacher's Room) • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Research projects • Blogs and/or social media for specific purposes • Elicitation • Deduction • Word association exercises • Vocabulary identification exercises • Competitions
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- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers’ Club – OUP](#))
- Websearches
- “teach the teacher”
- Personalization
- Find someone who...
- Tables
- Examples

	<ul style="list-style-type: none"> • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes

	<ul style="list-style-type: none"> • “I can...” statements • Conversation grids • Information gaps • For and against • Sales pitches • Research projects • Blogs and/or social media for specific purposes • Debates and discussions • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 2 –
WEEK 3 (C1)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to understand the use of phrasal verbs both in their literal and metaphorical meanings, and incorporate that in their linguistic production. Students are able to make subtle distinctions when it comes to conveying messages (connotation and denotation).
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Tense review: simple and continuous (<i>Everyone’s very nice to me./Everyone’s being very nice to me.</i>) Tense review: perfect and non-perfect (<i>They’ve been married for thirty years./They were married for thirty years.</i>) Tense review: active and passive (<i>Jack is interviewing Lady Bracknell./Jack is being interviewed by Lady Bracknell.</i>) [Part 1] • Vocabulary: Phrasal verbs: literal and metaphorical (<i>taking in</i>). • Pronunciation: British and Irish English. The English of a Victorian play and contemporary Irish English. English in Dublin: accents. • Skills and interactions: Reading an interview with an author/a celebrity/a scene of a play. Interacting with others to find detailed information. Reading for general and detailed comprehension. Listening to an interview (with a writer) for key words. Listening to a conversation (an excerpt from a play) for general and detailed comprehension.
Suggested techniques, additional material, and activities	<ul style="list-style-type: none"> • Suggestion: • The Importance of Being Earnest, by Oscar Wilde (Project Gutenberg: http://www.gutenberg.org/cache/epub/844/pg844.txt and on the Liffey College server)

<p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> • Suggestion: The Importance of Being Earnest (clip) (http://youtu.be/7eymdx4xomM) • NH - Advanced - CEFR Mapping (Teachers' Club) • NH - Advanced - Word List (Teachers' Club) • NH - Advanced - Tapescripts (Teachers' Club) • NH - Advanced - Crossword Maker (Teachers' Club) • NH - Teachers' Lessons (Teachers' Club) • NH - How to (Teachers' Club) • NH - Examination Training (Teachers' Club) • NH - Advanced - Student Site (OUP) • NH - Wordzone (OUP) • NH - Wordzone - Archive (OUP) • NH - Website Learning Record (OUP) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • Surveys • Think-pair-share • Photocopiable materials (unit 2) (New Headway - Teacher's Book - Teacher's Room) • Open-ended questions • Comparison and contrast • "spot the mistake" • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Research projects • Blogs and/or social media for specific purposes • Elicitation • Deduction • Word association exercises • Vocabulary identification exercises • Competitions • Pictures and images (on the Liffey College server)
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- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers’ Club – OUP](#))
- Websearches
- “teach the teacher”
- Personalization
- Find someone who...
- Tables
- Examples
- Ancillary material (Teachers’ room, server and online)

	<ul style="list-style-type: none"> • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements

	<ul style="list-style-type: none"> • Conversation grids • Information gaps • For and against • Sales pitches • Research projects • Blogs and/or social media for specific purposes • Debates and discussions • Weekly key sentence test (20 sentence cloze test which assesses students' knowledge of material covered in previous week's lessons). • Unit 3 –
WEEK 4 (C1)	•
Learning objectives/'Can do' focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to establish nuances of meaning. Students are able to distinguish homophones according to meaning, content and context.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Tense review: simple and continuous (<i>Everyone's very nice to me./Everyone's being very nice to me.</i>) Tense review: perfect and non-perfect (<i>They've been married for thirty years./They were married for thirty years.</i>) Tense review: active and passive (<i>Jack is interviewing Lady Bracknell./Jack is being interviewed by Lady Bracknell.</i>) [Part 2] • Vocabulary: Language and pronunciation: homophones (<i>threw/through</i>). • Pronunciation: Reading and pronunciation: a poem about pronunciation (<i>tough, bought, cough, dough</i>.) • Skills and interactions: Reading a poem about pronunciation. Discussing language and pronunciation: education and origin. Participating in a discussion based on "Pygmalion" (excerpt). Watching a clip of "My Fair Lady" and engaging in a debate on accent and class in Britain. Engaging with others on accent and prejudice. Reading an excerpt for key words. Reading an act of a play for general and detailed comprehension. Listening to a conversation for key words. Listening an interview for general and detailed comprehension. Listening to an excerpt of a (recorded) play/TV programme/radio programme/video. Storytelling to an engaged, interested audience.
<ul style="list-style-type: none"> • Suggested techniques, additional 	<ul style="list-style-type: none"> • Suggestion: • Pygmalion, by G. B. Shaw (Project Gutenberg http://www.gutenberg.org/cache/epub/3825/pg3825.txt and on the Liffey College server)

material, and activities

- (Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'

- Suggestion:
- Option 1: My Fair Lady (clip) (<http://youtu.be/hYMSvyqHHwA>)
- Option 2: My Fair Lady (clip) (<http://youtu.be/uVmU3iANbgk>)
- [NH - Advanced - CEFR Mapping](#) (Teachers' Club)
- [NH - Advanced - Word List](#) (Teachers' Club)
- [NH - Advanced - Tapescripts](#) (Teachers' Club)
- [NH - Advanced - Crossword Maker](#) (Teachers' Club)
- [NH - Teachers' Lessons](#) (Teachers' Club)
- [NH - How to](#) (Teachers' Club)
- [NH - Examination Training](#) (Teachers' Club)
- [NH - Advanced - Student Site](#) (OUP)
- [NH - Wordzone](#) (OUP)
- [NH - Wordzone - Archive](#) (OUP)
- [NH - Website Learning Record](#) (OUP)
- [Teaching English Using Computers](#) (Teachers' Club)

- [Teachers' Ideas and Articles](#) (Teachers' Club)
- Surveys
- Think-pair-share
- Photocopiable materials (unit 2) (New Headway - Teacher's Book - Teacher's Room)
- Open-ended questions
- Comparison and contrast
- "spot the mistake"
- Choose the odd one out
- Listen and match
- Read and match
- Check with your partner/group
- Research projects
- Blogs and/or social media for specific purposes
- Elicitation
- Deduction

- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
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- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
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- Show-and-tell
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- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers’ Club – OUP](#))
- Websearches
- “teach the teacher”
- Personalization

	<ul style="list-style-type: none"> • Find someone who... • Tables • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<ul style="list-style-type: none"> • Interactions and Modes of assessment 	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • "do you remember?" • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, "do you remember?", etc.) • Surveys

	<ul style="list-style-type: none"> • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • For and against • Sales pitches • Research projects • Blogs and/or social media for specific purposes • Debates and discussions • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 4 –
WEEK 5 (C1)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to understand and interpret raw data, and express that in words. Students are able to engage with others, motivating and encouraging them to take a certain course of action and/or make a choice.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Adverb collocations (<i>hear about endlessly/deeply worried</i>). • Vocabulary: Describing trends. Comparing statistics and data. Understanding tables, graphs and charts. • Pronunciation: Sounding interesting and appealing. The sounds and rhythm of advertisements. • Skills and interactions: Describing trends to a third party. Reading tables and charts. Comparing statistics and data. Explaining data to a third party. Planning, pitching and launching an advertising campaign. Reading an advert for key words. Reading an interview for general and detailed comprehension. Listening to a conversation for key words. Listening to a report for general and detailed comprehension. Listening to an interview with a self-made person/a business guru/a business professional. Analysing, interpreting and transferring data to a report and/or presentation.

Suggested techniques, additional material, and activities

(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)

- Suggestion: Stereotypes in advertisements: Right or wrong?, (The Economic Times http://articles.economictimes.indiatimes.com/2010-06-02/news/27591216_1_sprite-ad-clutter and on the Liffey College server)
- [NH - Advanced - CEFR Mapping](#) (Teachers' Club)
- [NH - Advanced - Word List](#) (Teachers' Club)
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- Surveys
- Think-pair-share
- Photocopiable materials (unit 3) (New Headway - Teacher's Book - Teacher's Room)
- Open-ended questions
- Comparison and contrast
- "spot the mistake"
- Choose the odd one out
- Listen and match
- Read and match
- Check with your partner/group
- Research projects
- Blogs and/or social media for specific purposes
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises

- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
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- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
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- Games (Teachers’ Room)
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- Find someone who...
- Tables

	<ul style="list-style-type: none"> • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
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	<ul style="list-style-type: none"> • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • For and against • Sales pitches • Research projects • Blogs and/or social media for specific purposes • Debates and discussions • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 5 –
WEEK 6 (C1)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to compare and contrast information/data, providing an objective evaluation, together with a suggested course of action. Students are able to express and defend their opinions regarding the subtext of advertising campaigns and their role in society.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Adverbs with two forms: (<i>flying high/highly motivated</i>); <i>just</i>. • Vocabulary: Advertising and the economy. Advertising and stereotypes/personal image/expectations. Advertising and psychology. Advertising and the media. Advertising in/and social media. Advertising and the environment. • Pronunciation: Word linking and intrusive sounds. <i>English _is_ an _international language//w/: blue _eyes//y/: my _office</i>. • Skills and interactions: taking part in a discussion on the role of advertising. Reading about advertising and the economy for general comprehension. Discussing advertising and stereotypes/personal image/expectations with a third party. Researching and reading on advertising and psychology. Reviewing the role of advertising and the media, as presented by the news. Discussing the importance of advertising in/and social media. Reading an article about advertising and the environment. Reading an article about the global/EU/national economy and socio-political implications. Participating in a

	<p>discussion based on current advertising campaign material. Listening to an advert for key words. Listening to an interview for general and detailed comprehension. Writing a business report.</p>
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</p>	<ul style="list-style-type: none"> • Suggestion: The Psychology of Advertising (PsychCentral http://psychcentral.com/blog/archives/2011/02/15/the-psychology-of-advertising and on the Liffey College server) • NH - Advanced - CEFR Mapping (Teachers' Club) • NH - Advanced - Word List (Teachers' Club) • NH - Advanced - Tapescripts (Teachers' Club) • NH - Advanced - Crossword Maker (Teachers' Club) • NH - Teachers' Lessons (Teachers' Club) • NH - How to (Teachers' Club) • NH - Examination Training (Teachers' Club) • NH - Advanced - Student Site (OUP) • NH - Wordzone (OUP) • NH - Wordzone - Archive (OUP) • NH - Website Learning Record (OUP) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • Surveys • Think-pair-share • Photocopiable materials (unit 3) (New Headway - Teacher's Book - Teacher's Room) • Open-ended questions • Comparison and contrast • "spot the mistake" • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Research projects • Blogs and/or social media for specific purposes • Elicitation • Deduction

- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers’ Club – OUP](#))
- Websearches
- “teach the teacher”
- Personalization

	<ul style="list-style-type: none"> • Find someone who... • Tables • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English • Maps (classroom walls) • World wide web • Selected resources and websites <ul style="list-style-type: none"> • Readers (Student Resource Room)
<ul style="list-style-type: none"> • Interactions and Modes of assessment 	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • "do you remember?" • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes

	<ul style="list-style-type: none"> • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • For and against • Sales pitches • Research projects • Blogs and/or social media for specific purposes • Debates and discussions • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 6 –
WEEK 7 (C1)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to incorporate discourse markers in their oral expression. They can rephrase and paraphrase, clarifying and emphasizing ideas and opinions through synonyms and antonyms. Students are able to express ideas in roundabout ways, using synonyms and antonyms.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Discourse markers: <i>Quite honestly</i>, I think you should pack in the job/<i>As I was saying</i>, I’m still enjoying the work. [Part 1] • Vocabulary: Synonyms and antonyms (1): She’s always <i>finding fault</i> with her kids. She <i>criticizes</i> them for everything. From being a <i>private</i> person, you become <i>public</i> property. • Pronunciation: Intonation for emphasis and contrast. • Skills and interactions: Introducing discourse markers to everyday speech. Using synonyms and antonyms for a more elaborate, roundabout expression. Reading about fame and its importance to the average person. Introducing tags and replies in conversation. Reading a dialogue for key words. Reading a story for general and detailed comprehension.

	<p>Listening to an interview for key words. Listening to a report for general and detailed comprehension. Listening to an interview with a celebrity (actor/singer/politician) for general comprehension and as springboard to debate. Writing an essay expressing personal opinion.</p>
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> • Suggestion: Are you allowed to have influence, power, fame, and wealth? (LinkedIn https://www.linkedin.com/today/post/article/20140209225433-85384926-are-you-allowed-to-have-influence-power-fame-and-wealth and on the Liffey College server) • NH – Advanced - CEFR Mapping (Teachers' Club) • NH – Advanced – Word List (Teachers' Club) • NH – Advanced - Tapescripts (Teachers' Club) • NH – Advanced – Crossword Maker (Teachers' Club) • NH – Teachers' Lessons (Teachers' Club) • NH – How to (Teachers' Club) • NH – Examination Training (Teachers' Club) • NH – Advanced – Student Site (OUP) • NH - Wordzone (OUP) • NH – Wordzone – Archive (OUP) • NH – Website Learning Record (OUP) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • Surveys • Think-pair-share • Photocopiable materials (unit 4) (New Headway – Teacher's Book - Teacher's Room) • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Research projects • Blogs and/or social media for specific purposes

- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers’ Club - OUP](#))
- Websearches

	<ul style="list-style-type: none"> • “teach the teacher” • Personalization • Find someone who... • Tables • Examples • Ancillary material (Teachers’ room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes

	<ul style="list-style-type: none"> • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • For and against • Sales pitches • Research projects • Blogs and/or social media for specific purposes • Debates and discussions • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 7 –
WEEK 8 (C1)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to express their views, paraphrasing and re-starting/stating opinions. Students are able to use words and expressions that are impartial and unbiased and that do not convey their position (political correctness and objectivity).
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Discourse markers: <i>Quite honestly</i>, I think you should pack in the job/<i>As I was saying</i>, I’m still enjoying the work. [Part 2] • Vocabulary: The cult of celebrity and fame. Obsession with the rich and famous. Stalking. Peeping-toms. “How to be an A-lister” Political correctness. • Pronunciation: Hollywood and Bollywood accent in contrast. • Skills and interactions: Discussing the cult of celebrity and fame. Debating on the prevailing obsession with the rich and famous. Discussing punishment for stalkers and peeping-toms. Listening to an interview: “How to be an A-lister” (Mock) interviewing celebrities and famous people. Debating on the use and abuse of political correctness. Discussing the issue of

	<p>editing and sanitizing interviews for political correctness. Reading on the dynamics: interviewer/interviewee for general comprehension and to generate discussion. Hollywood Participating in a discussion based on “The Bling Ring” (excerpt).</p>
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers’</p>	<ul style="list-style-type: none"> • Suggestion: America’s Idols. Why the obsession with the rich and famous? (The Real Truth http://realtruth.org/articles/120525-001.html and on the Liffey College server) • NH - Advanced - CEFR Mapping (Teachers’ Club) • NH - Advanced - Word List (Teachers’ Club) • NH - Advanced - Tapescripts (Teachers’ Club) • NH - Advanced - Crossword Maker (Teachers’ Club) • NH - Teachers’ Lessons (Teachers’ Club) • NH - How to (Teachers’ Club) • NH - Examination Training (Teachers’ Club) • NH - Advanced - Student Site (OUP) • NH - Wordzone (OUP) • NH - Wordzone - Archive (OUP) • NH - Website Learning Record (OUP) • Teaching English Using Computers (Teachers’ Club) • Teachers’ Ideas and Articles (Teachers’ Club) • Surveys • Think-pair-share • Photocopiable materials (unit 4) (New Headway – Teacher’s Book - Teacher’s Room) • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Research projects • Blogs and/or social media for specific purposes • Elicitation • Deduction

- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers’ Club – OUP](#))
- Websearches
- “teach the teacher”
- Personalization

	<ul style="list-style-type: none"> • Find someone who... • Tables • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<ul style="list-style-type: none"> • Interactions and Modes of assessment 	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • "do you remember?" • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, "do you remember?", etc.) • Surveys

	<ul style="list-style-type: none"> • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • For and against • Sales pitches • Research projects • Blogs and/or social media for specific purposes • Debates and discussions • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 8 –
WEEK 9 (C1)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able understand expressions that emphasise opinions and emotions. They are able to understand literary pieces they may have read in translation. They are able to express their opinions on human relationships, being (or not) emphatic on their views.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Ways of adding emphasis: <i>It’s Tina’s personality that I love/What he does is criticize me constantly/ Never will I forge holding him for the first time. Finally <i>did</i> I find the courage to ask her out. [Part 1]</i> • Vocabulary: Ways of adding emphasis: <i>It’s Tina’s personality that I love/What he does is criticize me constantly/ Never will I forge holding him for the first time. Finally <i>did</i> I find the courage to ask her out. Proverbs and poetry: love is blind.</i> • Pronunciation: Stress for emphasis and contrast. Sound and rhyme in proverbs. • Skills and interactions: Using inversion in speech and/or in writing as a way of adding emphasis. Reading a poem for key words. Reading a Shakespeare sonnet (sonnet 18) for general understanding. Jigsaw reading: Fatal attraction, for detailed comprehension. Reading about 2 couples who met in very unexpected circumstances for general comprehension and

	<p>debate. Surveying others: do you believe in fate? Reading an excerpt for general and detailed comprehension. Listening to a conversation for key words. Listening to a conversation for general and detailed comprehension.</p>
<ul style="list-style-type: none"> • Suggested techniques, additional material, and activities • (Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.) 	<ul style="list-style-type: none"> • Suggestion: Sonnet XVIII, by W. Shakespeare (Shakespeare's Sonnets http://www.shakespeares-sonnets.com/sonnet/18 and on the Liffey College server) • Suggestion: Compare and contrast with CXVI and CXXX: http://www.shakespeares-sonnets.com/sonnet/116, http://www.shakespeares-sonnets.com/sonnet/130 • NH – Advanced - CEFR Mapping (Teachers' Club) • NH – Advanced – Word List (Teachers' Club) • NH – Advanced - Tapescripts (Teachers' Club) • NH – Advanced – Crossword Maker (Teachers' Club) • NH – Teachers' Lessons (Teachers' Club) • NH – How to (Teachers' Club) • NH – Examination Training (Teachers' Club) • NH – Advanced – Student Site (OUP) • NH - Wordzone (OUP) • NH – Wordzone – Archive (OUP) • NH – Website Learning Record (OUP) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • Surveys • Think-pair-share • Photocopiable materials (unit 5) (New Headway – Teacher's Book - Teacher's Room) • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Research projects • Blogs and/or social media for specific purposes

- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers’ Club – OUP](#))
- Websearches

	<ul style="list-style-type: none"> • “teach the teacher” • Personalization • Find someone who... • Tables • Examples • Ancillary material (Teachers’ room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<ul style="list-style-type: none"> • Interactions and Modes of assessment 	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization

	<ul style="list-style-type: none"> • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • For and against • Sales pitches • Research projects • Blogs and/or social media for specific purposes • Debates and discussions • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 2 –
WEEK 10 (C1)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to compare and contrast cultural and social perceptions and customs regarding love and relationships. They are able to incorporate expressions that emphasise their opinions and emotions.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Ways of adding emphasis: <i>It’s</i> Tina’s personality that I love/<i>What</i> he does is criticize me constantly/<i>Never</i> will I forge holding him for the first time. Finally <i>did</i> I find the courage to ask her out. [Part 2] • Vocabulary: Getting emotional. Sounding anxious, grateful, etc. • Pronunciation: Getting emotional. Sounding anxious, grateful, etc. • Skills and interactions: Reading Shakespeare sonnets in contrast: sonnets 116 and 130 for general comprehension and as springboard to discussion. Expressing opinions on the idea that beauty is in the eye of the beholder. Engaging with others in

	<p>discussion: Is there “True Love”? Comparing (orally first, to lead to an opinion essay) “Four Weddings and a Funeral” in contrast with “The Matchmaker” (video excerpts). Listening to a story of how a couple met. Debating if love can last forever. Listening to an interview with Olive Hodges for general comprehension and discussion.</p>
<ul style="list-style-type: none"> • Suggested techniques, additional material, and activities • (Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers’ 	<ul style="list-style-type: none"> • Suggestions: • Lisdoonvarna Matchmaking Festival http://www.matchmakerireland.com/ • Additional: • Fiddler on the Roof (clip) http://youtu.be/ZBtMVogatQw • Ireland’s Last Matchmaker (Time - http://content.time.com/time/video/player/0,32068,42420924001_1926582,00.html) • NH – Advanced - CEFR Mapping (Teachers’ Club) • NH – Advanced – Word List (Teachers’ Club) • NH – Advanced - Tapescripts (Teachers’ Club) • NH – Advanced – Crossword Maker (Teachers’ Club) • NH – Teachers’ Lessons (Teachers’ Club) • NH – How to (Teachers’ Club) • NH – Examination Training (Teachers’ Club) • NH – Advanced – Student Site (OUP) • NH - Wordzone (OUP) • NH – Wordzone – Archive (OUP) • NH – Website Learning Record (OUP) • Teaching English Using Computers (Teachers’ Club) • Teachers’ Ideas and Articles (Teachers’ Club) • Surveys • Think-pair-share • Photocopiable materials (unit 5) (New Headway – Teacher’s Book - Teacher’s Room) • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group

- Research projects
- Blogs and/or social media for specific purposes
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments

	<ul style="list-style-type: none"> • Crosswords (Teachers' Club – OUP) • Websearches • “teach the teacher” • Personalization • Find someone who... • Tables • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization

	<ul style="list-style-type: none"> • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • For and against • Sales pitches • Research projects • Blogs and/or social media for specific purposes • Debates and discussions • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 10 -
WEEK 11 (C1)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to express opinions in an impersonal way, presenting a point objectively. They are able to understand the subtext and ideology presented in the news.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Passive constructions (<i>It is said</i> that he works in the City/<i>He is assumed</i> to be earning a lot of money). • Vocabulary: Sounding sarcastic. Nouns formed from phrasal verbs: Here is an <i>update</i> on the news/At the <i>outbreak</i> of war I was just three years old.) • Pronunciation: Sounding sarcastic. • Skills and interactions: Discussing facts as opposed to opinions. Sounding sarcastic (in a passive-aggressive situation and/or to an unfriendly audience.) Listening to an interview with a foreign correspondent for general and detailed comprehension.

	Reading a news article for key words.
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> • Suggestion: Is the Internet bringing out the best in us? 5-minute video debate The Guardian - http://www.theguardian.com/commentisfree/video/2013/jul/15/internet-susan-greenfield-david-babbs-video-debate) • NH – Advanced - CEFR Mapping (Teachers' Club) • NH – Advanced – Word List (Teachers' Club) • NH – Advanced - Tapescripts (Teachers' Club) • NH – Advanced – Crossword Maker (Teachers' Club) • NH – Teachers' Lessons (Teachers' Club) • NH – How to (Teachers' Club) • NH – Examination Training (Teachers' Club) • NH – Advanced – Student Site (OUP) • NH - Wordzone (OUP) • NH – Wordzone – Archive (OUP) • NH – Website Learning Record (OUP) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • Surveys • Think-pair-share • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Research projects • Blogs and/or social media for specific purposes • Elicitation • Deduction • Word association exercises • Vocabulary identification exercises

- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers’ Club – OUP](#))
- Websearches
- “teach the teacher”
- Personalization
- Find someone who...
- Tables

	<ul style="list-style-type: none"> • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room) •
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Surveys • “teach the teacher”

	<ul style="list-style-type: none"> • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • For and against • Sales pitches • Research projects • Blogs and/or social media for specific purposes • Debates and discussions • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 11 –
WEEK 12 (C1)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to understand a writer’s intention according to position, choice of words and background.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Discussing the facts: <i>seem</i> and <i>appear</i> (The Independent <i>seems to be</i> more factual/<i>It appears that</i> the prince took the incident seriously). • Vocabulary: Discussing the facts: <i>seem</i> and <i>appear</i> (The Independent <i>seems to be</i> more factual/<i>It appears that</i> the prince took the incident seriously). Tabloid and broadsheet newspapers • Pronunciation: Broadcasters and regional accent. • Skills and interactions: Using <i>seem</i> and <i>appear</i> to express opinion in a tentative way. Discussing tabloid and broadsheet newspapers. Reading a (similar) news story in two different newspapers and discussing approach. Participating in a discussion on how television reports the news. Responding to news in an open and/or cautious way. Discussing the media as portrayed in “Wag the dog” (excerpt). Reading a news article for key words. Reading a news article for general and detailed comprehension. Listening to a story for key words. Listening to a conversation for general and detailed

	comprehension. Writing a letter/an email to a newspaper, expressing opinions in a cautious way.
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</p>	<ul style="list-style-type: none"> • Suggestion: Newspeak (1984, and Wikipedia – Newspeak http://en.wikipedia.org/wiki/Newspeak and the Liffey College server • NH – Advanced - CEFR Mapping (Teachers' Club) • NH – Advanced – Word List (Teachers' Club) • NH – Advanced - Tapescripts (Teachers' Club) • NH – Advanced – Crossword Maker (Teachers' Club) • NH – Teachers' Lessons (Teachers' Club) • NH – How to (Teachers' Club) • NH – Examination Training (Teachers' Club) • NH – Advanced – Student Site (OUP) • NH - Wordzone (OUP) • NH – Wordzone – Archive (OUP) • NH – Website Learning Record (OUP) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • Surveys • Think-pair-share • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Research projects • Blogs and/or social media for specific purposes • Elicitation • Deduction • Word association exercises • Vocabulary identification exercises

- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
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<ul style="list-style-type: none"> • Interactions and Modes of assessment 	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Surveys

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| | <ul style="list-style-type: none">• “teach the teacher”• Homework assignments• Pronunciation quizzes• “I can...” statements• Conversation grids• Information gaps• For and against• Sales pitches• Research projects• Blogs and/or social media for specific purposes• Debates and discussions• Final Level Test• Unit 12 - |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|